DOCUMENT RESUME

ED 315 058 IR 014 172

AUTHOR Fosdick, Susan Dreyfus; And Others
TITLE Look-Listen Opinion Project, 1988-1989.
INSTITUTION National Telemedia Council, Inc., Madison, WI.
PUB DATE 89
NOTE 70p.; For the 1985 report, see ED 261 663.
AVAILABLE FROM National Telemedia Council, 120 East Wilson Street, Madison, WI 53711 ($10.00).
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adolescents; Children; *Critical Thinking; Elementary Secondary Education; Evaluation Criteria; Mass Media Effects; *Opinions; *Programing (Broadcast); Surveys; Television Research; *Television Viewing; Worksheets
IDENTIFIERS Media Education

ABSTRACT

The Look-Listen Opinion Project is an annual media literacy survey sponsored by the National Telemedia Council. The 1988-89 survey--the 36th--focused on the opinions of students at the elementary and secondary levels. Students were presented with guidelines for evaluating television programs and asked to select television programs to evaluate. This report includes a list of participating teachers; a description of the Look-Listen process; the thank you letter sent to students; results of the survey, including evaluation trends observed, programs evaluated, ratings, students' comments on programs, and sample critiques; teachers' comments; and a teachers' exchange. Appendixes include: (1) the evaluation forms used for grades 1-5 and 6-12; (2) a list of television programs for evaluation, which include programs on the public broadcasting service, cable, and commercial networks; (3) a television analysis form; (4) a primers sheet, i.e., suggested questions and considerations to provoke thought in television analysis; (5) guidelines for teachers; (6) suggestions for group follow-up; (7) guidelines for nominating students for sponsor recognition awards; and (8) a certificate of recognition and a Look-Listen Think! award sticker. (GL)

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LOOK-LISTEN OPINION PROJECT 1988-1989

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PROJECT OF THE NATIONAL TELEMEDIA COUNCIL, INC.
MADISON, WISCONSIN

IR 014 172

Look-Listen Opinion Project
1988-1989

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Introduction

The National Telemedia Council presents its Report of the 36th Annual Look-Listen Opinion Report.

Once again, we report on the time-honored project which, since the beginnings of our organization in 1953, has provided a vehicle for thoughtful response to media and a tool for teaching media literacy.

During these 36 years, thousands of listeners and viewers, young and old, individually and in groups, have been motivated to think, to make personal value judgements, and to express their thoughtful opinions. The Look-Listen participants contributed to the impact of a responsive audience and were themselves enriched by the experience.

But this 1988-89 Report departs from our usual format, for it represents the culmination of what has been an extra-ordinary experimental time for Look-Listen: during the past three years, we have carefully re-examined and re-designed our time-honored project in light of the rapidly changing telemedia world and the deepening need for media literacy education. This report reflects some of these new directions. As in previous years, it contains comments from the young evaluators and indeed, this year we reprint some of their answers on their original forms. We have also described in detail all that goes into Look-Listen from start to finish. Observations and new ideas for the future are interspersed throughout. An equally extensive section is devoted to observations, assessments and recommendations of the participating teachers who have given great care in sharing their experiences with us.

We could not have accomplished the task without the valuable help of these participating teachers, some of whom have stayed with the experiment and worked closely with us throughout these formative years. They have been our indispensable partners in the joint enterprise of focusing and refining the Look-Listen process toward media literacy. Together with them, we have identified our directions for the future:

- to focus on children and youth, in the classroom, under a teacher's guidance.
- to emphasize the process of the student experience as much as the product.
- to provide the opportunity for teachers to exchange ideas, and to firmly establish this ongoing partnership in an always evolving, "living" project.
- and to involve concerned broadcasters as important partners in this project who will listen and care, thus showing youth that being a responsive media consumer is important.

It is clear that the preferences and opinions expressed in the report are not intended to represent a quantitative assessment or scientific research, nor do they constitute a recommended list or guide for viewing. They are judgements based on the desires and preferences of participants. And they represent a new awareness of media literacy as an important goal of education today.

We look with confidence to a future built on time-tested concepts which continue to be the goal of the Look-Listen Opinion Project and new ideas to accomplish that goal in these changing times.

The Look-Listen Opinion
Project Committee

1988-1989 Look-Listen Participating Teachers

The 1988-89 LLOP teacher participants were mainly those teachers who had previously participated in the project. We deliberately chose to invite only participants from the experimental period (1986, 1987, 1988), in order to maintain the flexible approach and response which their previous experience made possible. Of the seventeen who accepted the initial invitation, all but three completed the evaluation process with their classes. One teacher enthused three teachers in her school to do Look-Listen for the first time this year.

Without the willing and enthusiastic teacher participants, this project would not be possible. We express our gratitude to these teachers for the energy and media expertise they expended in carrying out the Look-Listen Opinion Project in their schools and classrooms:

Susan Clifford	Grades 5-6 Monroe Elementary Riverside California
Phil Cruz	Grade 3 Monroe Elementary Riverside California
Howard E. Faulkner	Grade 3 Ocean Avenue Elementary School Northport, New York
M. Feinberg	Grade 6 Garden City Middle School Garden City, New York
Lucille J. Flynn	Grades 7-8 Lawrence School Falmouth, Massachusetts
David A. Freitag	Grades 11-12 Grant High School Portland, Oregon
Barbara Froeschl	Grades 3-4-5 South School Falls City, Nebraska
Dr. Gayle Haines	Grades 1-5 Manetuck School West Islip, NY
Susan Harris	Grade 8 Live Oak Middle School Watson, Louisiana

Cecilia Holbrook	Grade 5 Southern Boone County R-1 Schools Ashland, Missouri
Beth Johnson	Grade 3 Monroe Elementary Riverside California
Sandy Jursted	Grades 9-12 Attica High School Attica, New York
Debra C. Kribbs	Grade 9 Douglas High School Douglas, Wyoming
Pennie Levers	Grade 4 Monroe Elementary Riverside, California
Esther McAfee	Grades 6-7-8-9 Sebastian River Middle School Sebastian, Florida
Richard McKee*	Grade 7 Lincoln Park Acadamy Ft. Pierce, Florida
Teresa Prudente	Grade 5 William Floyd Elementary Shirley, New York

*Through the promotional efforts of Betty DeStefano, Port St. Lucie Woman's Club' Partners in Education Program.

The Look-Listen Process

For NTC staff, Look-Listen is a year-around process; for participating teachers, it is contained within a shorter time frame (depending on the teacher's choice). The Look-Listen process begins with the development of materials and ends with dissemination of the report. To break it down, the steps involved in doing the entire project look like this:

TO BEGIN, THE NTC OFFICE IS RESPONSIBLE FOR:

- o Development/refinement of forms and materials
- o Promotion of the project
- o Dissemination of materials to teachers
- o On-going support to teachers throughout the project

PARTICIPATING LLOP TEACHERS IMPLEMENT:

- o The education experience--teaching media literacy, doing Look-Listen
- o Returning the Evaluation Forms, Tally sheets, & Teacher's Assessment to NTC

NTC COMPLETES THE PROCESS BY:

- o Rewarding participating classes
- o Collating, reading and analyzing the results
- o Writing the report
- o Disseminating the report

Having defined the steps of the Look-Listen process, it is important to realize that the process is a dynamic one. Every year, there are changes, refinements, and adaptations that evolve in response to teachers' comments, to NTC committee and staff observations and new ideas, and to the ever-changing telemedia (e.g., program innovations, new technologies, the writers' strike).

We engaged in all of the steps in the 1988-89 Look-Listen Opinion Project as described in the following pages.

1. Development of Materials

Evaluation Forms (Appendix Items A and B)

For grades 1-5 the evaluation form used was the same as in 1987. For grades 6-12, the form was changed in size to allow for more writing space for the open-ended question Although the two age-related forms differ in language, they ask basically the same questions.

Programs for Evaluation (Appendix Items C and D)

Due to the writers' strike in the Fall of 1988, many of the new network programs did not premiere until October; some premiered as late as January. Twenty-one new prime-time commercial network programs were chosen for evaluation; we also chose new PBS programs, new cable programs, one new syndicated and one new pay cable program.

Instructional Material (Appendix Items E and F)

A delightful addition to our LLOP materials this year was a **TV Analysis Form and Primer Sheet** created by a long-time LLOP teacher from Portland, Oregon, , David Freitag. This creation was published in the Summer, 1988 NTC publication, TELEMEDIUM and was included with other materials ordered by the teachers.

Other Materials (Appendix Items G, H, I and J)

TViewer Cards, 1988 General Guidelines for Teachers, General and Specific Information for Teachers, and Suggestions for Group Follow-up, remained the same as in 1987. **Tallying Sheets** saw minor changes to correct numbering errors on those used in 1987.

(In February, changes were made to the **1988-89 Teacher Assessment Form.** Also we created an optional addition: **The NTC Sponsor Recognition Award Student Nominations.**)

2. Promotion of the 1988-89 LLOP

Look-Listen invitations were extended in the Fall of 1988 to teachers who had participated in the 1987 LLOP and to teachers who had written or called us with an interest in using the project in their classrooms. Sent with this invitation were **General Guidelines, Helpful Suggestions for Group Follow-up Activities,** and an **Order Form.** Teachers were asked to complete the order form requesting appropriate age-related evaluation forms, and to return it to NTC.

3. Dissemination of LLOP Materials to Teachers

When the orders were received in our office (between September and November), the requested forms and other materials (**TViewer cards, List of Programs to Evaluate, General and Specific Information,** and **TV Analysis & Primer Sheet**) were sent to the

teachers free of charge and as quickly as possible. Tallying sheets for Phase II of the project were sent later; Teacher Assessment Questionnaires and information on student nominations for Sponsor Recognition were sent in February (Sponsor Recognition was a new idea instituted this year).

4. On-going Support to Teachers

Most teachers participating in the 1988-89 LLOP had participated in the project previously. Therefore, the support requested this year was minimal. In January of 1989, NTC office staff attempted to reach each teacher who had not yet returned their completed forms. When telephone contact proved impossible, a letter was sent. More calls were made in March for Teacher Assessment Forms.

5. The Education Experience -- Doing Look-Listen in the Classroom

Each teacher approached the project differently as described in the Report of the Teacher Assessments on pages 41-46. In future years we hope to expand the educational aspect of this report -- as more teachers share their ideas, materials, methodologies and related Look-Listen activities with us, this will be possible.

Look-Listen for the teacher breaks into two phases: the evaluation phase; and the tallying phase (which is optional). Depending on the criterion objectives determined by each teacher, these two phases vary with regard to time, effort, and activities.

Although Look-Listen stands alone as a project, it is best when used as part of a larger media literacy unit. One of Look-Listen's assets is its versatility and teachers are encouraged to use it in any way they wish. However, it is our hope that teachers everywhere will see the need to teach critical viewing skills and be inspired to create media literacy curriculum specific to the needs of their classes.

After 35 years of experience with the Look-Listen Opinion Project as a tool for developing critical viewing skills, we are convinced that Media Literacy is vital to all "literacies." For until we can help our children to use media wisely, judging for themselves how to place it in their lives, we may not be making the kinds of progress we need to make in other areas of their learning.

6. Returning LLOP Forms and Tallying to NTC

This aspect of Look-Listen can tend to be difficult--both for the teacher and for NTC and is somewhat dependent on how the teacher decides to structure the project and to process and use the results from his or her class. Most teachers returned the Evaluation Forms and Teacher Assessments in a timely manner this year. A firm deadline will be established in this regard in subsequent years to

facilitate a more timely report of the results. Nominations for Sponsor Recognition Awards were received from several classes. In that this was newly instituted, we expect next year there will be more nominations and that the teachers will be able to use this "honor" to further enthuse their students in the project.

7. Rewards to Participating Classes (Appendix Items K and L)

NTC again sent Certificates of Recognition and stickers to participants this year. In one case where we failed to send enough, we responded immediately to the request for more. It seems the students like these rewards.

Each class was also given the chance to nominate programs for NTC's Sponsor Recognition Awards. This could be done as a class project, or given to those students who had particularly good critical thinking, writing skills. Three program nominations per class were allowed. Five classes returned a total of twelve nominations (see results on page 11). For the first time, nominations from students will be added to those received from NTC members. Selections for awards will be made on the basis of committee selection.

8. Collating, Reading, and Analyzing the Results

When materials were received back in the NTC office, staff recorded the number of forms returned, whether or not tallying was done, and who did the tallying. Each completed student evaluation form was coded with a school number. Forms were then sorted by program. When all the forms were in, it was determined that programs with less than nine evaluations (in either age group) or less than 13 total would not be written up for the report.

Programs with thirteen or more evaluations were then read by an NTC staff member, numbers were individually charted, and representative comments were typed up. The 1988-89 LLOP evaluation results can be seen in the Results section (pages 9 - 11).

9. Writing the Report

This year's report has been an exercise in reporting as objectively as possible the LLOP process, the evaluation results, and participating teachers' assessments of the project. This report will in turn become part of the larger report of the three-year experimental LLOP. It has been our goal to complete this report in a more timely manner so as to send it to the teachers before the end of the school year.

10. Disseminating the Report

The Report is sent to participating teachers, NTC Board Members, and NTC members requesting a copy. It is also sent to selected individuals in the Industry with whom NTC has a working relationship.

Thank You to Participating Students in the Look-Listen Opinion Project

DEAR LOOK LISTEN STUDENT PARTICIPANTS:

During your school years your work is to learn. By participating in Look Listen you have begun to learn to be a thoughtful user of an important influence in your life - television.

We at NTC want to encourage you to question the things you see on the screen, to learn as much as you can about how the telemedia works and to be able to evaluate programming on the basis of what you have learned. As young people who question and evaluate, you qualify as builders of civilization.

Thank you for being part of Look Listen Opinion Project.

KEEP THINKING!

1988-1989 Program Evaluation Results

Evaluation Trends Observed

This year's Look-Listen participants again showed the usual diversity in their choices of programs to evaluate, in their likes and dislikes of various aspects of a program, and in their ability to express their opinions and evaluative judgments.

Of the program choices given by NTC (see Appendix Item D), students chose mainly programs from the three commercial networks (8 from NBC, 8 from CBS, 5 from ABC). PBS, Cable (Nickelodeon), and Pay Cable (HBO) were also represented.

"Roseanne" (ABC) was the most evaluated and most highly rated of all the programs evaluated. Younger viewers tended to give higher ratings to all shows. "Roseanne" was no exception: 59% of the younger viewers gave it a super rating; whereas 38% of the older viewers rated it in that category.

Other observed trends were:

A great diversity of judgments are made at all levels within any particular show. No show had unanimous ratings.

Among younger students, many more said they watched the commercials than those who said they did not watch them; but more were less likely to believe them.

Among younger students only slightly more felt they would not do the things they saw on the show than those who said they would.

Older students tend to agree with the values a little (50%); a lot (35%); and not at all (15%).

Overall, 75% of the older students would watch the program again; 25% would not.

However, 67% of the older students would recommend the program they watched to a friend; 33% would not recommend it.

Nearly all younger students were able to state at least one feeling about a program. Opinions were more common than evaluative statements, and again these statements seemed to be dependent upon the kind of preparation given to Look-Listen by the teacher.

Older students also gave opinions, but many were able to go beyond and state "why" they felt the way they did. Some were more evaluative in their critiques. More comprehensive comments came from classes where the students had discussed aspects of television, critiquing techniques, etc. It was often possible to see exactly what kinds of topics the teacher talked about as the evaluations from a given class would reflect similar trends.

Ratings

Programs Evaluated in the 1988-1989 Look-Listen Opinion Project

The programs are listed in order from the most evaluated program to the least evaluated. Ratings were ascertained mathmatically for those programs with nine or more evaluations (these are followed by the ranking within each age group).

Name of Program	Total Number of Evaluations	Rating Gr 1-5 (Ranking)	Rating Gr 6-12 (Ranking)
Roseanne (ABC)	238	3.8 (1st)	3.4 (1st)
Dirty Dancing (CBS)	63	2.4 (7th)	2.5 (12th)
Baby Boom (NBC)	60	3.2 (4th)	2.4 (14th)
Incredible Sunday (ABC)	44	3.6 (3rd)	3.4 (2nd)
Magical World/Disney (NBC)	44	3.8 (2nd)	3.3 (4th)
Empty Nest (NBC)	38		3.2 (6th)
Dear John (NBC)	34		2.9 (9th)
Knight Watch (ABC)	26		3.2 (7th)
Van Dyke Show (CBS)	22		2.8 (11th)
Kids Court (Nickelodeon)	20	3.1 (5th)	2.5 (13th)
Something Is Out There (NBC)	19		3.4 (3rd)
Murphy Brown (CBS)	18		2.9 (10th)
Ramona (PBS)	17		3.2 (8th)
Annie McGuire (CBS)	16		1.8 (15th)
Encyclopedia (HBO)	15	3.0 (6th)	
Paradise (CBS)	13		3.3 (5th)
Murphy's Law (ABC)	8		
Zoobilee Zoo (syndicated)	6		
Tattinger's (NBC)	7		
TV 101 (CBS)	4		
Midnight Caller (NBC)	4		
Just the 10 of Us (ABC)	4		
Almost Grown (CBS)	2		
Wise Guy (CBS)	2		
Diff'rent World (NBC) not new	1		
World of Ideas (PBS)	1		
High Risk (NBC)	1		
Unsolved Mysteries (NBC) not new	1		
Wonderworks (PBS)	1		
The Elephant Show (Nickelodeon)	1		

Programs Evaluated by Both Age Groups

Below is a ranked listing of programs with nine or more evaluations. Numbers in parentheses indicate number of evaluations received.

HIGHEST	No. 1	Roseanne (238)	3.58
	No. 2	Magical World of Disney (40)	3.49
	No. 3	Something Is Out There (19)	3.47
	No. 4	Incredible Sunday (44)	3.43
	No. 5	Knight Watch (26)	3.31
	No. 6	Empty Nest (38)	3.18
	No. 7	Van Dyke Show (22)	2.77
	No. 8	Kids Court (20)	2.75
	No. 9	Encyclopedia (15)	2.73
	No. 10	Murphy Brown (18)	2.72
	No. 11	Ramona (17)	2.65
	No. 12	Baby Boom (60)	2.62
LOWEST	No. 13	Dirty Dancing (63)	2.46

Programs Nominated for NTC Sponsor Recognition Awards

Programs nominated for NTC's Sponsor Recognition Award are as follows:

Baby Boom - "I love comedy." (f, grade 4, CA)

Double Dare - ". . . thought-provoking, educational, and fun, in a highly creative way. (F, grade 6, NY)

Full House - ". . . it is like someone's real life. The show can be caring funny, or sad. (m, grade 5, NY)

Just the Ten of Us - ". . . because it is funny." (f, grade 4, CA)

Roseanne - ". . . because I think this program deals with real life problems in a humorous way." (f, grade 8, LA)
"Because it's funny and you learn new things." (f, grade 4, CA)

Thirtysomething - "The program effectively deals with human emotions and values in a realistic way. The show is not afraid to go out on a limb, and I admire the producers, directors, actors, etc. for doing so." (m, high school, WI)

TV 101 - ". . . because it talks about many teen problems such as drugs and alcohol." (m, grade 6, NY)
"It is creative with also addressing issues that are important. It uses situations to involve student produced camera work and professional camera work. (f, high school, WI)
"I think that the whole idea of the show is new and different, and it addresses many issues in a school while at the same time is an entertaining show. (m, high school, WI)

Wonderful World of Disney - "I thought it was an entertaining program." (f, grade 6, NY)

Students' Comments

The following pages contain specific data on fifteen programs from the 1988-89 program list that received nine or more evaluations overall, Along with numerical data, are comments given by student participants on the Look-Listen Evaluation Forms. These are quoted "as is" in order to retain their authenticity. Grammar, spelling, and punctuation are not changed so as to let the evaluators speak for themselves.

We extend our thanks to Diana Olson for her work in reading the evaluations for these programs, choosing representative comments, and typing it all up. Anyone who has had to do this time-consuming job knows the difficult choices involved.

After these fifteen programs is a page of comments from two programs having less than nine evaluations. We have read for "quality comments" and transcribed these as representative of well-written evaluations. Following this are copies of representative critiques from both age groups. We have also included some excellent critiques from an English class at Attica High School in Attica, New York.

Annie McGuire

Grades 6 - Adult

No. of Evaluations	Agree w/ Values			Rating				Would Watch Again		Would Recommd.	
	lot	little	no	excel.	good	fair	poor	yes	no	yes	no
16	2	4	10	0	4	4	8	5	11	3	13

COMMENTS

"I liked it because it made laugh. It also made me think more about handicapped people." (f 12 FL)

"I liked this program because it was funny and it didn't drag alot. I did find acouple of complaints in it. 1) They had her parents gitting a divorce, 2) Than the Parents spent the night together. To unrealistic." (f 14 LA)

"It had funny parts, but I don't see myself going crazy if I missed it. The subject matter the show delt with didn't agree with my own matters." (f 16 OR)

"The program was too much like real life. Very boring. There wasn't a message to it. It appeared like it took two minutes to write. It didn't have a plot." (f 13 LA)

"I did not like the ending. The show did not make sence." (m 14 LA)

"I did not like this show at all. It was stupid boring show. I didn't under stand what was going on. It was about family problems. If they had Jesus they wouldn't have problems like that." (f 14 LA)

"I just didn't think the show was very interesting." (m 13 LA)

"This program was not very entertaining to me. There really was not alot of humor or laughter. I like a show with a little action or adventure. I was also not impressed with the lines of the characters." (m 17 OR)

"I thought it was boring and had no action. I feel the writers got in over their heads and didn't know what to do with the show. I was a waste of my time." (f 13 LA)

"I thoght this show wasn't funny at all. I think the laughs in the show were recorded and played back when a supposedly funny scene was on. I wouldn't watch it again because it didn't appeal to me." (m 13 LA)

Baby Boom

Grades 1 - 5

No. of Evaluations	Do the same?		Rating				Watched commercials?		Believed them?	
	yes	no	excel.	good	fair	poor	yes	no	yes	no
18	8	10	9	5	3	1	13	5	3	15

Grades 6 - Adult

No. of Evaluations	Agree w/ Values			Rating				Would Watch Again		Would Recommd.	
	lot	little	no	excel.	good	fair	poor	yes	no	yes	no
42	6	25	8	8	14	9	7	25	15	17	23

POSITIVE COMMENTS

"I liked Baby Boom because it dealt with the situation of Single parenting. It was a funny show and I would recommend to anyone who hasn't seen it. This program also showed real situations which made it interesting." (f 12 MA)

"I liked this program alot. It was a funny show and some what educational. J.C. was a hard working business woman and I think she did a great job as being a mother also." (f 13 LA)

"It's funny and sad - shows you alot of emotions." (group 11, ages 8-9)

"I like this program because it was a family show. The daughter helps her father and keeps him from overworking." (m 8th grade LA)

"It was real life. They didn't make J.C. out to be Donna Reed." (f 13 LA)

"I liked this program. It showed that a women can have a job and support a child all by themselves." (f 13 LA)

NEGATIVE COMMENTS

"I think baby boom was a baby bomb. I don't know why I just did not like it." (m 14 LA)

I did not like it because I'm not really interested in a working woman babyfying a baby." (m 13 LA)

"I wouldn't raise a baby up alone - it should have a mom and a dad." (Group 11, 8-9 years old)

"I did not like the show that much because it was not completed. The thoughts were not all the way thought out." (f 13 LA)

"I don't feel the family was too realistic I felt it was like a perfect family and problems got solved to easily." (f 17 OR)

"The show is the worst show I have ever seen. I may not watch a lot of television, but this is a lemon. The show was not realistic, funny interesting, entertaining, and had no real conflict." (m 16 OR)

Dear John

Grades 6 - Adult

No. of Evaluations	Agree w/ Values			Rating				Would Watch Again		Would Recommd.	
	lot	little	no	excel.	good	fair	poor	yes	no	yes	no
34	8	18	8	6	19	8	2	23	10	16	18

POSITIVE COMMENTS

"I feel this show is appropriate for family viewing. There is a clear message and values are identified." (f 16 OR)

"I liked this show because I thought the comedy was really good. Also it showed kindness towards other and caring." (m 11th grade OR)

"I like this program because it was very funny and tells what can happen in your life after divorce." (f 13 LA)

"We see that John is really hurting inside while he is making funny jokes and picking on people." (m 15 NY)

"I like it because John understands something is wrong with his son. He wants to help him in any way he can." (f 14 LA)

"I liked this program because it was believable, and I could actually see this kind of situation happening. I also plan to be in that situation someday -(I don't knowing father and do plan to find him)." (f 16 OR)

NEGATIVE COMMENTS

"I only disliked one character, he was Kirk. I didn't like him because of his old-fashion, but perverted, attitude towards women." (f 13 LA)

"Kirk is a real dorf and has no feelings for others. I hoped for dear sake their are no real life Kirk's because he ruin's the show. I realize Kirk is just a character to bring comedy, but I think they should change his attitude and personality." (m high school NY)

"I think this program is for people over 35 and up it's not one of those show's with kid's involved at all. (m 16 OR)

"I did not like this program because, it is to typical of a comedy. It has a poor plot, and the characters are unrealistic." (m 11th grade OR)

"It was boring all they did was talk about sex and divorce." (f 13 LA)

"This program was ok I felt that the situation could have been dealt with differently." (f 16 OR)

Dirty Dancing

Grades 1 - 5

No. of Evaluations	Do the same?		Rating				Watched commercials?		Believed them?	
	yes	no	excel.	good	fair	poor	yes	no	yes	no
16	4	12	2	4	8	2	9	7	3	13

Grades 6 - Adult

No. of Evaluations	Agree w/ Values			Rating				Would Watch Again		Would Recommd.	
	lot	little	no	excel.	good	fair	poor	yes	no	yes	no
47	11	21	13	10	17	7	12	27	18	20	22

POSITIVE COMMENTS

"I like this program because it is funny. It tells you how rich peole act to poor people and you can grow out of being your daddy's little girl." (f 12 FL)

"It had a lot of dancing which I love a lot. It also teaches a lesson to be patient." (f 10 group 17)

"I like to watch dancers and it had a good story to it!" (f 16 OR)

"I like the program becuase it has a lot of entertainment and passion between the characters on the show." (f 12 FL)

"Because I like to dance, and that's what the movie is mostly about." (f 14 FL)

NEGATIVE COMMENTS

"Dirty Dancing has no plot, action or excitement. The actors did a great job, but their scripts were terrible. The advertisements that ran during this half hour were inappropriate for it's teenage viewers, for which this program appears to have been designed for." (f 13 LA)

"The role of the characters was not very factual in light of the time period. Although it was based on an actual era, it seems to be more of a Romantic fantasy. The basic theme of this show is sex. Most of the issues and subject matter support this theme and make it inappropriate for family viewing. The values of the main charactars are clear. They feel if you love somebody you can sleep with them. Happiness is having a lover, being a member of the social circle and knowing how to dance." (f 16 OR)

"Waste of time. Couldn't see where it was teaching you anything." (f 12 FL)
"It seems like money-hungry producers are trying to re-create the thrill of the movie. It doesn't work that way." (f 10th grade NY)

"Sissys dance like that - not real people." (group 11, ages 8-9)

"I didn't like this program because it had no meaning to it. I didn't get the point, that it was trying to give." (f 15 NY)

"People shouldn't dance dirty like that." (group 11, ages 8-9)

Empty Nest

Grades 6 - Adult

No. of Evaluations	Agree w/ Values			Rating				Would Watch Again		Would Recommd.	
	lot	little	no	excel.	good	fair	poor	yes	no	yes	no
31	12	15	2	11	14	6	0	28	3	23	8

POSITIVE COMMENTS

"I loved this show. It was a allaround show, no politics, foul language and no sex life. It also brought my family to sit down together everyone was there. It can bring love into your home. (f 14 LA)

"I think its a good show for the family the watch." (f 15 LA)

"I like it because there is a mixture of ages." (m 16 OR)

"I think it was a program to get you thinking." (f 14 MA)

"It is easy to understand and it is very much like my own family." (m 14 LA)

"I liked this program because it shows about a mans life after his wife died." (f 12 MA)

"Because I liked how the father and the daughter got along well." (f 14 MA)

"I think basically the show is geared to show you that parents never really think your totally grown up." (f 15 NY)

"This television show is acceptable for most family viewing because it's a tasteful show that doesn't have a lot of sexual scenes or violence." (f 16 OR)

NEGATIVE COMMENTS

"It's not exactly realistic family, or a father who's a doctor, a daughter who's a police, and another who's a business woman." (f 16 OR)

"I liked it a little but its not something I would make a point to see. Cause I don't like family shows all that much." (m 13 LA)

"I did not like this program because their was a lot of older people. They acted like they were very inmature." (f 12 FL)

"The use of bad and overused jokes made the program dull. The show also picked-on people and ideas." (m high school NY)

ENCYCLOPEDIA

Grades 1 - 5

No. of Evaluations	Do the same?		Rating				Watched commercials?		Believed them?	
	yes	no	excel.	good	fair	poor	yes	no	yes	no
9	6	3	3	4	1	1	6	3	4	5

COMMENTS

"because you get imformation from it and it helps you whith things when your stack." (m 8 group 2)

"It's funny. It's a kids and parent's show - you can watch it with your kids and answer the questions and see if your right." (group 11, ages 8-11)

"It's dumb, it teaches but it's dumb. Make it more serious. (group 11, ages 8-11)

"My parents say it's the type of show I need to see." (group 11, ages 8-11)

"It's educational, teaches you neat stuff." (group 11, ages 8-11)

Incredible Sunday

Grades 1 - 5

No. of Evaluations	Do the same?		Rating				Watched commercials?		Believed them?	
	yes	no	excel.	good	fair	poor	yes	no	yes	no
9	0	9	6	2	1	0	4	5	6	3

Grades 6 - Adult

No. of Evaluations	Agree w/ Values			Rating				Would Watch Again		Would Recommd.	
	lot	little	no	excel.	good	fair	poor	yes	no	yes	no
35	16	12	5	17	15	3	0	30	2	23	7

POSITIVE COMMENTS

"I liked the show. It is really informative and interesting. It shows you all kinds of new ideas and different situations." (f 14 LA)

"I did like the program it was very interesting and touching. It always had a mortal lesson in each one of the seens. (m 12 FL)

"it kept me at the edge of my seat." (g 10 group 17)

"I like to watch people to do crazy things and dangerous things and make it look easy. This show is very much like a show I used to always watch called "Thats Incredible." (m 16 OR)

"I liked it because I saw things very tricky and interesting. Over all I would give this a thumbs up." (m 15 NY)

"I't shows things that a lot a people can't do unless they practice very hard." (g 8 group 2)

"When Viewers see that it is possible for an incredible act to be accomplished, it tends to give them an inner boost and something extra to strive for." (f high school NY)

"Incredible Sunday is one of the new show the whole family can enjoy." (m junior high OR)

"I enjoyed the program a good bit. Some topics bored me silly. However others were very interesting. The hosts were moderately entertaining. (m 13 LA)

NEGATIVE COMMENTS

"Although this show was events/happenings some taught us valuable lessons and others were gross. Interesting yes, but to daring. I watched the show this Sunday and I didn't think it was nessisary to show what they had shown." (f 13 MA)

"they (acts, stunts) are dangerous" (group 11, ages 8-11)

"This show was OK and sort of interesting but it wasn't exactly my kind of show. I might watch it again if the TV guide told the stuff it was gonna show and it sounded extra-interesting." (f 12 MA)

"The show was interesting but some of the subjects were either boring or unbelievable. The technical qualities were average for a variety show." (m 12 MA)

Kids' Court

Grades 1 - 5

No. of Evaluations	Do the same?		Rating				Watched commercials?		Believed them?	
	yes	no	excel.	good	fair	poor	yes	no	yes	no
9	2	7	4	3	1	1	7	2	2	7

Grades 6 - Adult

No. of Evaluations	Agree w/ Values			Rating				Would Watch Again		Would Recommd.	
	lot	little	no	excel.	good	fair	poor	yes	no	yes	no
11	3	7	1	1	4	5	1	7	4	4	7

POSITIVE COMMENTS

"1. B/c there are no grown ups to tell them what to do. 2. B/c I like seeing how it comes out. 3. Its just a good show." (f 13 LA)

"I like it because kids judge the problem." (m 11 CA)

"I like this show because it let's kids solve their own problems without adults interfering." (m 14 LA)

"becas it helps you do stof" (m 8 group 2)

"Because it is a chance for kid's to say how they feel. It also gives them advice on growing up." (f 13 LA)

NEGATIVE COMMENTS

"They ask too many questions, I don't like talking that much." (Group 11 CA)

"It's stupid because what the kids like to do they pick." (Group 11 CA)

"All it is, is arguing." (Group 11 CA)

Knight Watch

Grades 6 - Adult

No. of Evaluations	Agree w/ Values			Rating				Would Watch Again		Would Recommd.	
	lot	little	no	excel.	good	fair	poor	yes	no	yes	no
24	10	11	2	13	5	5	1	17	5	18	5

POSITIVE COMMENTS

"Knightwatch is a great program. It has drama, comedy, romance, etc. Just knowing that someone was out there defending the city they love and helping the people living there made me feel good. There might not be one in the real world but they are great." (f 12 LA)

"I like fast cars and guns." (m 13 MA)

"I liked it because it was believeable. It was about problems on the street but it delt with teenagers. Myself I like to watch shows that deal with teenagers." (f 14 LA)

"It is very good because of the way the gang member help each other." (f LA)

"I really did like this program. In this show they had their happy times, their sad times and also there fun times." (f 13 LA)

"I liked this show because its a good gang and helps people. I thought that the people who were supposed to be bad acted to weird to be bad. I got bored of all the stuff about gangs." (m 13 MA)

NEGATIVE COMMENTS

"It was kind of violent, and I just didn't like it." (f 13 LA)

"I thought it was rather corny and unrealistic. The opinions and conflicts represented in the show didn't seem very true to life." (m 16 OR)

"The first episode was good but I think there should have been more action and saving people. I saw the second episode last night and I object to the sex scene. (m 14 LA)

"The viewer sometimes isn't prepared because of certain twists." (f h.s. NY)

Magical World of Disney

Grades 1 - 5

No. of Evaluations	Do the same?		Rating				Watched commercials?		Believed them?	
	yes	no	excel.	good	fair	poor	yes	no	yes	no
18	8	10	14	4	0	0	11	7	9	9

Grades 6 - Adult

No. of Evaluations	Agree w/ Values			Rating				Would Watch Again		Would Recommd.	
	lot	little	no	excel.	good	fair	poor	yes	no	yes	no
23	6	16	0	10	9	4	0	21	2	15	5

COMMENTS

"I think the program is great if you lid adventure, and fantasy. I like Diseny and think it is good for little kids." (m 13 MA)

"I like this show because its funny and sometimes educational for kids of all ages." (m 15 LA)

"they don't say bad things and they act super." (group 11, ages 8-10)

"I liked it for pure enjoyment reasons. It is funny and on early enough for all ages to watch." (f 12 MA)

"I think it is a excellent show for the whole family. It is a peaceful show." (m 14 LA)

"very very super but too many cartoons." (group 11, 8-10)

"I liked it because it told a good story and it show how good friends really are." (g 9 group 17)

"I like it because sometimes theres nothing on on sunday nights. And they also sometimes have ones when there bringing up wild life. I like those." (f 12 MA)

"cause it shows different programs every week and it is funny and sometimes you learn something." (m 8th grade MA)

Murphy Brown

Grades 6 - Adult

No. of Evaluations	Agree w/ Values			Rating				Would Watch Again		Would Recommd.	
	lot	little	no	excel.	good	fair	poor	yes	no	yes	no
13	4	7	2	5	4	3	0	8	5	8	5

POSITIVE COMMENTS

"I could understand Murphy's problem. I have felt like I've been cheated before." (f 16 OR)

"The values are excellent. I loved the way she acts and the decesions she makes. She is very pretty and I tought that her values came out in the whole show." (f 15 LA)

"I feel that Murphy Brown was a very unique show. The show was humorous and it dealed with real life situation." (f 16 OR)

"It is kind of funny. The main lady does everything she is told not to." (m 8th grade LA)

"The way she runs the office and how she deals with different events is interesting. I also enjoy the music in the show." (m 16 OR)

NEGATIVE COMMENTS

"I didn't like this program because it was meant for college/career and older. I didn't really like the characters or the actors. I didn't like the plot of it." (f 13 LA)

"The show consistently has extremely weak plots and typical stereotyped foils. It has a yuppy owner, a bumbling assistant and a brainless. The plots, ideas and design needs serious revamping in order to survive." (M high school NY)

"I did not like Murphy Brown because I found it not to fufill my interests. She, herself was o.k., but her workers did not fill their roles. I found it the kind of show to pass the time." (f 13 LA)

"She's mean, bossy." (group 11, 8-11)

"People shouldn't be in a job they don't like doing. She doesn't seem to like her job." (group 11, 8-11)

"She needs to learn how to treat people nice. Be more considerate to others." (group 11, 8-11)

Paradise

Grades 6 - Adult

No. of Evaluations	Agree w/ Values			Rating				Would Watch Again		Would Recommd.	
	lot	little	no	excel.	good	fair	poor	yes	no	yes	no
13	5	6	1	6	6	0	1	11	2	11	2

COMMENTS

"I like the Western shows and this one tops them all. It is a well developed show." (f 16 NY)

"The plot is very much unified. Every event in the show contribute to the rising action. The reason I like this story is because it alway has a leaning moral through the whole story." (m high school NY)

"I liked this program because of its realistic charactors, interesting storyline, and real life situation. This Program is for all members of the family, and can be appreciated by all." (m 11th grade DR)

"It was different than other shows. Not too many Westerns come on any more." (f 12 FL)

"It says that just as long as we have our family we can accomplish anything." (f 13 LA)

"They know how to deal with sensitive and emotional situations." (f 14 LA)

"Some of the things in this family situation relate with my own. I don't object to anything." (m 14 LA)

"Skiped around to much. Boring." (f 12 FL)

Ramona

Grades 1 - 5

No. of Evaluations	Do the same?		Rating				Watched commercials?		Believed them?	
	yes	no	excel.	good	fair	poor	yes	no	yes	no
9	1	8	2	0	2	4	5	3	0	9

Grades 6 - Adult

No. of Evaluations	Agree w/ Values			Rating				Would Watch Again		Would Recommd.	
	lot	little	no	excel.	good	fair	poor	yes	no	yes	no
9	3	5	0	5	2	2	0	7	1	5	3

POSITIVE COMMENTS

"I liked this show because it's cute and amusing. But it also deals with real live situations that occour in real life." (f 13 MA)

"My family and I enjoy the show. The show is almost like our family and some of the things they do." (f 8 NY)

"I thought it was funny and educational. Alot like Beverly Cleary's "Ramona" books. A definent see again." (f 12 MA)

"It's like real life." (f 8 NY)

"It gave a funny view of family life." (m 7-13 MA)

"I liked it because it was realy based true. Plus I like All the Ramona Quimby stories." f 12 MA)

NEGATIVE COMMENTS

"It's really dub, I don't like it." (CA 8-9 years)

"Some of the things in the show are funny but I just wouldn't do it because it could get me in troble." (f 8 NY)

"It's stupid. They should take it off the T.V." (CA 8-9 years)

"This program was really geared toward a younger audience." (f 12 MA)

"To make it better - take it off the air." (CA 8-9 years)

"I thought this program should be better. I liked the characters but not what they did." (f 13 LA)

"Dumb. Stupid. Insult people's intellijents." (CA 8-9 years)

Roseanne

Grades 1 - 5

No. of Evaluations	Do the same?		Rating				Watched commercials?		Believed them?	
	yes	no	excel.	good	fair	poor	yes	no	yes	no
73	42	31	61	11	1	0	56	17	13	60

Grades 6 - Adult

No. of Evaluations	Agree w/ Values			Rating				Would Watch Again		Would Recommd.	
	lot	little	no	excel.	good	fair	poor	yes	no	yes	no
145	82	72	13	92	50	15	7	150	13	142	19

POSITIVE COMMENTS

"Unlike other television shows, Roseanne deals with a middle class family and ordinary problems." (m high school NY)

"I also liked how they weren't rich like most families on T.V." (f 13 MA)

"I liked it because it was funny and the people on it was very nice and together. I wouldn't mind being in there family because they don't fight that much." (f 12 LA)

"This show also reminded me of some of the things that go on around my house." (m 16 OR)

"The humor does not involve anything offensive or harmfully violent. In each character you can usually see a small portion of yourself or some familiar trait." (f high school NY)

"I like this program a lot because it relates to a real family life and is not stereotyped like the Brady Bunch." (m 10 MA)

"It is very appropriate for family viewing since there is never any big mention of sex or anything a young child shouldn't hear. (m 16 OR)
"While we are laughing at the action of the show, we see how most incidents and bad feelings can be laughed off, releasing the tensions of everyday life." (f high school NY)

"The grade I gave this show is super because it told a story about things that sometimes happen at my house. It's a family show." (g 10 group 13)

"It was a real life kind of show." (m 10 group 10)

NEGATIVE COMMENTS

"I didn't like this show very much. The jokes weren't funny. The show seemed to stereotypical. I've seen this before in many movies. The idea gets kind of old." (f 16 OR)

"I wouldn't do the things on the show because I would get in trouble if I did." (g 10 group 13)

"This show has no serious ideas or concepts. This show isn't made to make you think about anything. This show was made for moronic, imbeciles with I.Q.'s lower than their shoe sizes." (m high school NY)

"I would make the children less obnoxious." (g 10 group 13)

"I think they didn't use very good language. It shows that the family is not responsible." (f 12 FL)

"(I would) Take the bad words out and put clean words in." (m 10 group 7)

"To much like the Cosby show with women always right men always wrong with showing too much Women's lib." (m 13 MA)

(Tell a way you would make it better) "If they didn't cuss and drink beer." (f 9 group 13)

Something Is Out There

Grades 6 - Adult

No. of Evaluations	Agree w/ Values			Rating				Would Watch Again		Would Recommd.	
	lot	little	no	excel.	good	fair	poor	yes	no	yes	no
15	4	7	4	7	7	1	0	14	1	13	2

POSITIVE COMMENTS

"I like this show becuase I get to find out what other worlds might be like." (m 12 FL)

"I like scientific things." (m 14 MA)

"But it is fun to watch. It is very creative and holds many facts." (m 7th grade MA)

"it is the only one of it's kind on t.v. Everything Else is either a stupid sitcom or Hospitol show." (m 15 NY)

"It always keeps you on your toes. It is a nice show." (f 16 OR)

NEGATIVE COMMENTS

"I think this show is very unbelieveable." (m 7th grade MA)

"The characters played/or acted dum. Like they knew everything but it was just not that convincing." (m 16 OR)

"This show was really different. It was unbeiliviable show. To some people it would probily make you think about the future, but not to me." (f 12 MA)

Van Dyke Show

Grades 6 - Adult

No. of Evaluations	Agree w/ Values			Rating				Would Watch Again		Would Recommd.	
	lot	little	no	excel.	good	fair	poor	yes	no	yes	no
20	4	13	3	3	11	4	2	13	7	9	8

POSITIVE COMMENTS

"It was a good show. It showed allot of happiness." (f 15 LA)

"Because it deals with real life problems and ideas." (f 13 FL)

"I liked the program because it showed us how hard it is to quit smoking. It told how it could mess up your body." (f 13 FL)

"It showed the family as a whole, happy and loving. It didn't really relate to sex, in fact it didn't show any real physical contact. And that's one reason why I think I really enjoyed the show." (f 14 LA)

NEGATIVE COMMENTS

"I didn't like it because it is in just one setting." (m 13 LA)

"The only thing Van Dyke thought about was smoking. It was not appropriate for my age level. There were 2 values expressed: Smoking and cheating on Spouse." (m 12 FL)

"I'd rather watch things I can relate to. This show I think people 20 on up would enjoy, because they go to work, they know what its like." (f 14 LA)

"It was for old people." (m 12 FL)

Almost Grown

"I am very interested in the 60-70's and 80's. If I had to live in the 60's and 70's, I think I would be just like the 2 main characters in the show. I agree with the ideas, and thoughts although I wish Norm and Susie would get together again where they belond. I also enjoy watching and learning about the characters in the show--especially Norman." (f, 15, NY)

"I like this program because it tells me what my parents did and what there environment was like. It is a very funny show. I like to watch the characters cope with problems. I really enjoy the music in this program." (m, 16, OR)

Midnight Caller

"I like this show because it kept my interest. The plot of the show had factual accuracy, was plausible, and seem to show there was reality to the matter at hand. Also you could tell that the main character, Jack Killian, was sensitive guy. He held great love for friends, and sadness for those who did the "wrong" things. I felt that my time was well spended when I watched it. Not I can't go a week without watching it." (f, 9th grade, NY)

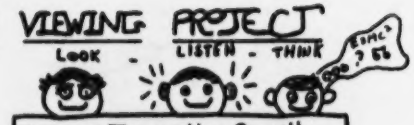
"I liked this program because it was very intersting to see how different people handle different situations. This show was not boring or anything because there was action in every scene. Each episode is different which makes your curiosity for the next show rise." (f, 15, NY)

The influence of teacher instruction is evidenced by this thorough evaluation:

"I liked this program, because it talked about Aids, and this show was very accurate, and complete. . .I didn't feel anything was hidden. . . the responses to the disease and feelings, I saw true reality through all the characters. I believe women were stereotypical, for how they fell easily for the guy with Aids. I don't feel the problems were solved easily, I believe it took awhile. . .I liked how they got solved. This should be appropriate for family viewing, because Aids is reality and we need more shows and things that bring out stuff that society tries to hide. It was a clear message, and values were identifiable. There wasn't much humor, this was more of a serious show. I felt this particular show is meant for everyone, because anyone can catch Aids. The issue of Aids was appropriate to me. I felt my time was spent very well, I also saw how you can't judge someone by their outside but their inside." (f, 17, OR)

MY TV VIEWING PROJECT

LOOK - LISTEN - THINK



National Telemedia Council

Name: Erin Hansen Grade: 5

Age: 10 Boy ☐ Girl ☒ School: William Floyd Elem.

N. T. C.

1. Name of program Empty Nest
2. I saw it on Channel 4 day, date, time
3. Kind of show: ☐ cartoon
   ☐ serious fiction (drama)
   ☒ funny fiction (comedy)
   ☐ non fiction (science/nature/information)
   ☐ other
4. Why did you choose it?
   ☒ for fun ☐ to learn ☐ to pass the time
   ☐ someone picked it for me ☐ for this project
5. Did you like the show's music or sounds?
   ☒ yes. Give a reason. It was very simple and not loud.
   ☐ no. Give a reason.
6. Would you ever do the things you saw on the show?
   ☐ yes. Give a reason.
   ☒ no. Give a reason. Because the man is old and does old man things, I'm only in 5th grade. (turn page)

LOOK - LISTEN - THINK

LOOK - LISTEN - THINK

Drawing by Chris F. Age: 10

NTC

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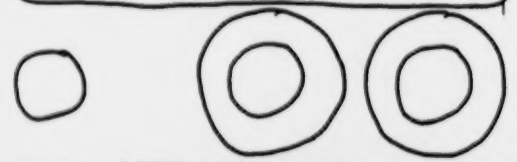
NTC NATIONAL TELEMEDIA COUNCIL, INC.

NATIONAL TELEMEDIA COUNCIL

Look-Listen Project

7. Did you watch the commercials?
   ☐ yes ☒ no
8. Did you believe what they said?
   ☐ yes ☒ no
9. Would you watch this show again?
   ☒ yes ☐ no
10. Would you tell your friends to watch?
    ☒ yes ☐ no
11. What grade would you give this show?
    ☐ super ☒ good ☐ ok ☐ bad
12. Give a reason for the grade you gave. This show wasn't hailarious, but other wiss it was a nice story, good pict and it was done well.
13. Tell a way you would make the show better. I think you shold have more funny things.

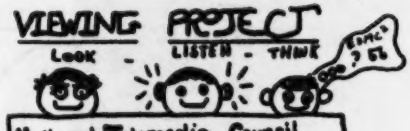


AN EDUCATIONAL PROJECT OF THE NATIONAL TELEMEDIA COUNCIL MADISON, WI 53703

Sample Evaluation Form, grades 1-5

MY TV VIEWING PROJECT

Look - Listen - Think



Name: Valerie Pachon Grade: 3

Age: 9 ☐ Boy ■ Girl School: Ocean Ave

N.T.C.

1. Name of program Roseanne
2. I saw it on Channel 7 day Tuesday time 8:30
3. Kind of show: ☐ cartoon
   ☐ serious fiction (drama)
   ■ funny fiction (comedy)
   ☐ non fiction (science/nature/information)
   ☐ other _____
4. Why did you choose it?
   ■ for fun ☐ to learn ☐ to pass the time
   ☐ someone picked it for me ☐ for this project
5. Did you like the show's music or sounds?
   ■ yes. Give a reason. because it was funny and I think they would like it
   ☐ no. Give a reason. _____
6. Would you ever do the things you saw on the show?
   ■ yes. Give a reason. They was good things to do.
   ☐ no. Give a reason. _____

(turn page)

LOOK - LISTEN - THINK

LOOK - LISTEN - THINK

Drawing by Chris F. Petito NTC

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NATIONAL TELEMEDIA COUNCIL

Look-Listen Project

7. Did you watch the commercials?
   ☐ yes ■ no
8. Did you believe what they said?
   ☐ yes ■ no
9. Would you watch this show again?
   ■ yes ☐ no
10. Would you tell your friends to watch?
    ■ yes ☐ no
11. What grade would you give this show?
    ■ super ☐ good ☐ ok ☐ bad
12. Give a reason for the grade you gave. because it was very funny and it was a good show. and I think other people would like it
13. Tell a way you would make the show better. I'd keep it The way it is

AN EDUCATIONAL PROJECT OF THE NATIONAL TELEMEDIA COUNCIL MADISON, WI 53703

MY TV VIEWING PROJECT

LOOK - LISTEN - THINK

National Telemedia Council

Name: Stacie Morland Grade: 5th

Age: 11 Boy ☐ Girl ☒ School: Second Street

N. T. C.

1. Name of program Ramona
2. I saw it on Channel 24 day Saturday time 6:30
3. Kind of show: ☐ cartoon
   ☐ serious fiction (drama)
   ☐ funny fiction (comedy)
   ☐ non fiction (science/nature/information)
   ☒ other Children education
4. Why did you choose it?
   ☐ for fun ☒ to learn ☐ to pass the time
   ☐ someone picked it for me ☐ for this project
5. Did you like the show's music or sounds?
   ☒ yes. Give a reason. It really had very good music and sounds
   ☐ no. Give a reason. _____
6. Would you ever do the things you saw on the show?
   ☒ yes. Give a reason. I was just what happens at my house
   ☐ no. Give a reason. _____

(turn page)

LOOK - LISTEN - THINK

LOOK - LISTEN - THINK

Drawing by Chris F. Age 11

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NTC NATIONAL TELEMEDIA COUNCIL, INC.

NATIONAL TELEMEDIA COUNCIL Look-Listen Project

7. Did you watch the commercials?
   ☒ yes ☐ no
8. Did you believe what they said?
   ☒ yes ☐ no
9. Would you watch this show again?
   ☒ yes ☐ no
10. Would you tell your friends to watch?
    ☒ yes ☐ no
11. What grade would you give this show?
    ☒ super ☐ good ☐ ok ☐ bad
12. Give a reason for the grade you gave. The grade I gave this show is Super because it told a story about things that sometimes happen at my house. It's a family show.
13. Tell a way you would make the show better. I would make the show better by putting in more characters and have them have a campout.

AN EDUCATIONAL PROJECT OF THE NATIONAL TELEMEDIA COUNCIL MADISON, WI 53703

LOOK-LISTEN OPINION PROJECT

1. Name of Program [illegible] (12-14)
Type of Program [illegible]
Network (circle 1): ABC (15-1) CBS (-2) NBC (-3) PBS (-4) Cable (-5) ____
Date [illegible] Time: ____ A.M. ____ P.M.
Do you watch this show regularly?
Yes ___ (16-1) No ___ (-2) My 1st time X (-3) Not a regular show ___ (-4)
2. Why did you choose this program?
entertainment/interest X (17-1) education ___ (-2) pass the time ___ (-3)
program selected by someone else ___ (-4) for this project only ___ (-5)

Your Occupation, or Grade if student [illegible] (18-1)
Sex: M ___ (18-2) F X (18-3) State ____ (18-5)
Age: (optional) [illegible] (18-6) Zip ____ (18-8)

3. Did the values expressed in this show agree with your own?
A Lot ___ (19-1) A Little X (-2) Not at all ___ (-3)
4. How would you rate this program overall?
Excellent ___ (20-1) Good X (-2) Fair ___ (-3) Poor ___ (-4)
5. How much did you like the program?
enough to recommend it to a friend? Yes X (21-1) No ___ (-2)
enough to watch it again? Yes X (22-1) No ___ (-2)

6. WHY did you like or not like this program? Please give reasons in the space below.

I enjoyed the show but found it lacking. The role of the characters was not very factual in light of the time period. Although it was based on an actual era, it seems to be more of a Romantic fantasy. The basic theme of the show is sex. Most of the issues and subject matter support this theme and make it inappropriate for family viewing. The values of the main characters are clear. They feel if you love someone you can sleep with them. Happiness is having a lover being a member of the social circle and knowing how to dance. This show would probably be most appealing to teens and young adults and music even veterans of the era would enjoy the show. Although its entertaining, the show does little for the viewer. The plot consists of small insignificant dilemmas dealing with authority, morals, and relationships. In spite of my negative attitude, I enjoyed the show and might even watch it again.

LOOK-LISTEN OPINION PROJECT

1. Name of Program Dirty Dancing (12-14)
Type of Program Sit Comic
Network (circle 1): ABC (15-1) (CBS) (-2) NBC (-3) PBS (-4) Cable (-5) ____
Date Nov. 5, 88 Time: [illegible] A.M. 1:00 P.M.
Do you watch this show regularly?
Yes ___ (16-1) No X (-2) My 1st time X (-3) Not a regular show ___ (-4)
2. Why did you choose this program?
entertainment/interest ___ (17-1) education ___ (-2) pass the time ___ (-3)
program selected by someone else ___ (-4) for this project only X (-5)

Your Occupation, or Grade if student 8th grade (18-1)
Sex: M ___ (18-2) F X (18-3) State La. (18-5)
Age: (optional) 13 (18-6) Zip 70726 (18-8)

3. Did the values expressed in this show agree with your own?
A Lot ___ (19-1) A Little X (-2) Not at all ___ (-3)
4. How would you rate this program overall?
Excellent ___ (20-1) Good ___ (-2) Fair ___ (-3) Poor X (-4)
5. How much did you like the program?
enough to recommend it to a friend? Yes ___ (21-1) No X (-2)
enough to watch it again? Yes ___ (22-1) No X (-2)

6. WHY did you like or not like this program? Please give reasons in the space below.

Dirty Dancing has no plot, action or excitement. The actors did a great job, but their scripts were terrible. The advertisements that ran during this terrible half hour were inappropriate for it's teenage viewers, for which this program appears to have been designed for.

In my overall opinion, I would not recommend this program to anyone, it was very boring, and my suggestion is that it be discontinued.

LOOK-LISTEN OPINION PROJECT

16

1. Name of Program Roseanne (12-14)
Type of Program Sit-com
Network (circle 1): ABC (9-11) CBS (-2) NBC (-3) PBS (-4) Cable (-5)
Date 12-13-88 Time: ___ A.M. 8:30 P.M.
Do you watch this show regularly?
Yes ✓ (15-1) No ___ (-2) My 1st time ___ (-3) Not a regular show ___ (-4)
2. Why did you choose this program?
entertainment/interest ✓ (17-1) education ___ (-2) pass the time ___ (-3)
program selected by someone else ___ (-4) for this project only ___ (-5)

Your Occupation, or Grade if student 11 (18-1)
Sex: M ✓ (19-2) F ___ (18-3) State Oregon (18-5)
Age: (optional) 16 (18-6) Zip 97211 (18-8)

3. Did the values expressed in this show agree with your own?
A Lot ___ (19-1) A Little ✓ (-2) Not at all ___ (-3)
4. How would you rate this program overall?
Excellent ___ (20-1) Good ___ (-2) Fair ___ (-3) Poor ___ (-4)
5. How much did you like the program?
enough to recommend it to a friend? Yes ✓ (21-1) No ___ (-2)
enough to watch it again? Yes ✓ (22-1) No ___ (-2)

6. WHY did you like or not like this program? Please give reasons in the space below.

This show is one of the funniest shows on TV right now, and that is why I like it. It is very appropriate for family viewing since there is never any big mention of sex or anything a young child shouldn't hear. I like the two main characters, the mom and the dad. They're very entertaining, and I think it would be cool to have parents like that. The message it only really gets across is just how a family goes through things, and I like their way of doing it. I thought it is worth the time to relax and laugh a little and forget about everything else for awhile.

LOOK-LISTEN OPINION PROJECT

2-3

1. Name of Program Rosanne (12-14)
Type of Program Situation Comedy
Network (circle 1): ABC (9-11) CBS (-2) NBC (-3) PBS (-4) Cable (-5)
Date 11/29/88 Time: ___ A.M. 8:30 P.M.
Do you watch this show regularly?
Yes ✓ (15-1) No ___ (-2) My 1st time ___ (-3) Not a regular show ___ (-4)
2. Why did you choose this program?
entertainment/interest ✓ (17-1) education ___ (-2) pass the time ___ (-3)
program selected by someone else ___ (-4) for this project only ___ (-5)

Your Occupation, or Grade if student ___ (18-1)
Sex: M ✓ (19-2) F ___ (18-3) State ___ (18-5)
Age: (optional) ___ (18-6) Zip ___ (18-8)

3. Did the values expressed in this show agree with your own?
A Lot ___ (19-1) A Little ✓ (-2) Not at all ___ (-3)
4. How would you rate this program overall?
Excellent ✓ (20-1) Good ___ (-2) Fair ___ (-3) Poor ___ (-4)
5. How much did you like the program?
enough to recommend it to a friend? Yes ✓ (21-1) No ___ (-2)
enough to watch it again? Yes ✓ (22-1) No ___ (-2)

6. WHY did you like or not like this program? Please give reasons in the space below.

4 Rosanne is probably the best new show this season. I felt it was very believable. The parents are not lawyers and doctors but middle-class people. The father was even unemployed. Shows like Family Ties and The Cosby Show most of the time doesn't portray a normal American family. Rosanne's family is not perfect, but it does well portraying a normal family. But Rosanne's problem solving was a little bit unbelievable. It was like she had an answer for every problem. Values given on the show was good like good education, truthfulness, and family love. The acting was average but the script was very funny. The whole family can enjoy "Rosanne" because children and parent relation are shown a lot.

LOOK LISTEN OPINION PROJECT

2-8

1. Name of Program DEAR JOHN (12-14)
Type of Program COMEDY
Network (circle 1): ABC (15-1) CBS (-2) NBC (-3) PBS (-4) Cable (-5)
Date 12-15-82 Time: 7:30 A.M. 7:30 P.M.
Do you watch this show regularly?
Yes — (16-1) No ✓ (-2) My 1st time — (-3) Not a regular show — (-4)
2. Why did you choose this program?
entertainment/interest ✓ (17-1) education — (-2) pass the time — (-3)
program selected by someone else — (-4) for this project only — (-5)

Your Occupation, or Grade if student JUNIOR (18-1)
Sex: M ✓ (19-2) F — (19-3) State OREGON (18-5)
Age: (optional) — (19-4) Zip 97212 (18-9)

3. Did the values expressed in this show agree with your own?
A Lot ✓ (19-1) A Little — (-2) Not at all — (-3)
4. How would you rate this program overall?
Excellent ✓ (20-1) Good — (-2) Fair — (-3) Poor — (-4)
5. How much did you like the program?
enough to recommend it to a friend? Yes ✓ (21-1) No — (-2)
enough to watch it again? Yes ✓ (22-1) No — (-2)

6. WHY did you like or not like this program? Please give reasons in the space below.

I LIKED THIS SHOW BECAUSE I THOUGHT THE COMEDY WAS REALLY GOOD. ALSO IT SHOWED KINDNESS TOWARDS OTHERS AND CARING. I LIKE THE WAY THE SHOW FLOWED ON AND DIDN'T GET YOU LOST SOMEWHERE. THE SHOW REALLY MADE ME FEEL [illegible] WHAT IT WOULD BE LIKE TO BE IN THEIR SITUATION, BEING ALONE AT CHRISTMAS. THIS IS PROBABLY ONE OF THE BEST SHOWS I HAVE SEEN THAT HAS COMEDY AND ALSO HAVE A SERIOUS SIDE TO IT. THIS SHOW WAS VERY WELL DONE AND USED VERY GOOD ACTORS. I HOPE THIS SHOW STAYS ON THE AIR

LOOK-LISTEN OPINION PROJECT

1. Name of Program Dukes Show (12-14)
Type of Program Sit-com.
Network (circle 1): ABC (15-1) CBS (-2) NBC (-3) PBS (-4) Cable (-5)
Date 11/12/82 Time: [illegible] A.M. 7:00 P.M.
Do you watch this show regularly?
Yes — (16-1) No — (-2) My 1st time ✓ (-3) Not a regular show — (-4)
2. Why did you choose this program?
entertainment/interest — (17-1) education — (-2) pass the time ✓ (-3)
program selected by someone else — (-4) for this project only ✓ (-5)

Your Occupation, or Grade if student 8th (18-1)
Sex: M — (19-2) F ✓ (19-3) State Louisiana (18-5)
Age: (optional) 14 (19-4) Zip 70780 (18-9)

3. Did the values expressed in this show agree with your own?
A Lot — (19-1) A Little ✓ (-2) Not at all — (-3)
4. How would you rate this program overall?
Excellent — (20-1) Good ✓ (-2) Fair — (-3) Poor — (-4)
5. How much did you like the program?
enough to recommend it to a friend? Yes — (21-1) No — (-2)
enough to watch it again? Yes ✓ (22-1) No — (-2)

6. WHY did you like or not like this program? Please give reasons in the space below.

I really liked this show because it was funny + it kept my interest up. I would have liked to have been watching this show for awhile.

It showed the family as outcasts, happy + loving. It didn't really relate to me, in fact it didn't show any real physical contact. (Intimate between many women.) Am I that's one reason why I think I really enjoyed the show. It was a good down-to-earth wholesome program.

English
Mrs. Fraterrigo

Eric Wienckowski
1-16-89

The new comedy Empty Nest was not very funny. The use of bad and overused jokes made the program dull. The show also picked on people and ideas. The overall concept of this show was the family. The main character, the father, is understanding about his daughter's problems. He worries about the type of person her boyfriend is and so on. The use of the family concept and overused jokes makes this program dull.

English 10R — Diana Hager
Mrs. Fatarrigo — January 17, 1989

The title of the show - "Incredible Sunday" is quite significant in relation to the material presented. The children seen on the show are there because they have performed something incredible or extremely difficult. One example is the blind child who opened a store for the blind. We encouraged people to touch things in the store because they were constantly yelled at for touching things in any other store.

The examples used and the characters acting is very effective in this show. These things help stress the points at hand. The acting also establishes a firm foundations for the viewers to believe that the stories are real and they are not just acting.

This story presents a variety of moral and psychological insights for the viewers. When viewers see that it is possible for an incredible act to be accomplished, it tends to give them an inner boost and something extra to strive for. Last, I think the writers of this show wanted the viewers to realize the vast amount of talent found throughout the world and that there are talented children as well as adults.

English 10R-8 Christy Bergman
Interview 1-17-89

"Roseanne"

Roseanne is basically a typical housewife with three kids and a humerous husband. When he tries to insult her playfully, she always has a comeback for him. Their family is a basic family that has their good times and bad times. Even though there isn't any music or sound effects, the humor is seen by the actors + actresses movements and actions. The writers show seriousness in the show by creating real problems for the family to overcome. It makes you think of your own problems and how you would overcome them. The situations are tragic if they are geared after things that have happened in your family. Personally, none of the shows have resembled my family as far as their problems. Basically, they're a typical family and their problems take after real life situations. The viewers will be left off at an important part so that you'll still have interest and will want to watch the continuation of that show.

English
Mrs. Fraterrigo

Bicki West
January 1989

I am reviewing the television sit-com Rosanne. It is about a family consisting of two parents a young boy and two girls. They are a lower middle classed family with a funny mother and a blue collar working dad. This show is filled with many humorous scenes and realism which makes it very appealing to me. It has a lesson that can be learned at the end of each show. The humor does not involve anything offensive or harmfully violent. In each character you can usually see a small portion of yourself or some familiar trait. After each show you are always left anxiously waiting for the next weeks show.

Teachers' Comments

Report of the Teacher Assessments on the Look-Listen Opinion Project

During the past three years, one of the most important parts of the Look-Listen Opinion Project has been the evaluation of the project by participating teachers. We anticipate that this feedback will become increasingly important for the project's growth as a teaching tool. In sharing teachers' experiences of implementing Look-Listen, it is our hope that the participanting teachers who read this report will gain new ideas about how to place television as "an object of inquiry" into their classrooms.

Although a few teachers did not return their assessment, the following is a summary of the 1988 Assessment By Teachers. Eleven questions probed three basic areas:

I. Teaching/preparation of the students for the LLOP

2. Educational Objectives in using the project. (What did you want the children to get out of it?)

3. Critique of the Project -- forms, questions, implementation, report, etc.

1. Preparation of the Students for the Look-Listen Opinion Project

Most teachers chose to make this a voluntary project; 75% to 100% of the children in these classes chose to participate. Partipation percentages were not necessarily higher for those who chose to make it mandatory. We feel it is important for teachers to decide how they want to use Look-Listen in their classrooms -- either system can work, depending on how the project is introduced, the motivational factors, the time available, etc.

Some teachers used Look-Listen as part of a "Media Literacy" unit (critical viewing skills unit, critique unit--the names may vary). One teacher wrote that "LLOP has always been a useful adjunct to my regular media project--a nice extension on the application of classroom instruction."

A higher percentage of the teachers did not use the project in relation to a unit, but found it to be a positive exercise toward developing these skills in their students. One teacher reports "I have wanted to get a media literacy unit going and just haven't taken the leap yet." Actual "preparation" of the students to do the project varied from class to class.

- A seventh/eighth grade teacher had a discussion of "what goes into a good story" and related that to the ingredients of a good TV show.

- The use of pre-recorded programs on a VCR gave practice to fifth grade students in rating shows.

- One third grade teacher discussed "quality and the importance of giving reasons to substantiate choices made." She did a unit on "gimmicks used in advertising; facts versus opinions, honesty."

- An eighth grade teacher held lectures on broadcast history and the function of the FCC.

- A fifth grade teacher has an ongoing project in which the children create scripts for production and evaluation.

- Several teachers had discussions of what are the "criteria for a quality show."

- Many teachers found the "Primer" Sheet created last year by David Freitag of Portland, Oregon, a useful teaching device in planning their preparatory discussion of television.

- If Look-Listen was not part of a broader unit, some teachers chose to prepare their students by acquainting them with the evaluation forms and questions, and then talking about the program choices. The students were then requested to watch and evaluate programs accordingly and turn in their forms.

Once again the list of programs provided for evaluation were new programs only (see Appendix Item D). Due to the writers' strike in the Fall of 1988, some of these programs premiered later than usual. The late start prevented one teacher from carrying the project through. Another teacher remarked that most of the shows were aired too late in the evening for her third graders. Another teacher would have liked more programs from which to select. Most found the situation one they and the children could deal with. If the students waited too long to do their evaluations, they were more limited in their choices, according to one teacher.

Several teachers requested that NTC provide more information on the new programs for Look-Listen evaluation. This request is being considered for the future. It seems to us that this is a very good idea, and one in which the students could be involved, especially at the upper levels. It would be a worthwhile project to have students find reviews, critiques, and program summaries or synopses in their local newspapers and program guides. Our function at NTC might be to point teachers and students to the sources of this information.

Several teachers asked that we provide models of "good" evaluations, i.e., "sample critiques." We have included representative evaluations on pages 31-40 of this report, and we will include these in our materials to teachers in the Fall. A teacher who uses TViewer Postcards requests a sponsor list. In the past we have recommended the annual listing of major sponsors, published by Ethel Daccardo. (3245 Wisconsin Avenue, Berwyn, IL 60402).

2. Educational Objectives/Outcomes

We asked teachers to check (✓) the answers that applied to two questions: **Why do you do Look-Listen?** and **What are your educational objectives in doing this project?** One teacher prioritized (ranked) the responses given. His rankings seemed to correspond to the overall picture presented when we tallied the other responses. To the first question, **Why do you do Look-Listen?**, the response that emerged most often was "It gives my students the feeling of being responsive/responsible." The next most popular reason was "It's a good beginning to teaching media literacy." (In that only a few teachers actually teach media literacy, we wonder if this means that LLOP is helpful in getting the teachers started in teaching media awareness.) The response, "The questions in Look-Listen help to make my students more aware television viewers" was an equally important reason teachers chose to do the project. A few teachers use Look-Listen as a culminating exercise to a media literacy unit. "It's more than a classroom exercise" seemed to be important to some teachers. One teacher remarked that she does the project because "they like it!" Another found LLOP useful as an evaluation tool when teaching evaluation skills.

To the question **What are your educational objectives in doing this project?**, all the teachers checked that they wanted their students "to learn to be a critical viewer and thinker." Of equal but slightly lesser frequency were these responses: "to understand how to develop their own criteria for judging and evaluating;" "to be more aware of the role of advertising and its impact;" and "to learn more about themselves (why I watch TV)." Few, but some, teachers want their students "to understand how television works."

Other educational objectives given by the teachers were: 1) to give students the opportunty to direct their responses to advertisers, network personnel, etc.; 2) "to relate to the world in a real way;" and 3) to relate television critique methods to literary survey techniques.

3. Critique of the Project

A. The Evaluation Questions -- Two questions seem to be favorites on the grades 1-5 form. **Would you ever do the things you saw on the show?** and **Tell a way you would make the show better.** were cited by several teachers. The latter is a statement which allows a more open-ended, creative response. We can imagine that through this question, teachers must enjoy seeing the minds of their young charges at work.

The favorite LLOP question on the grades 6-12 form is the "Why" question ("Why did you like or not like this program? Please give reasons."). We, too, feel this is a crucial and important question. It is a question which gets at the very crux of the project: that personal opinions, based on well-reasoned statements, can have an impact.

> However, it is these well-reasoned statements that are difficult to elicit from students. We urge teachers to keep asking "WHY?" When the answer is not complete, ask again:
>
> "You liked the program because it was funny. Why was it funny?" "Because the characters had funny lines and they had excellent timing."
>
> "You disliked the program because it was boring. Why was it boring to you?" "Because the subject matter wasn't interesting to me." "Why?" "Because I don't know anything about nuclear energy, and I couldn't understand what they were saying about it."
>
> In asking "Why?" (and "How?") the result should reflect <u>thinking processes</u>. If we do not teach children to think about their reactions to the media they are consuming, and to base their evaluative comments on this thinking, we are not yet accomplishing the goal of Look-Listen.

B. <u>The Form</u> -- After three years of refining the forms with the direct help of our participating teachers, we are no longer receiving significant suggestions on these. However, one of this year's teachers felt the elementary school form (grades 1-5) could still use more "refinements as it required a good deal of techer assistance. We realize the difficulty in using any form with early grade children, and we continue to encourage teachers to adapt any aspect of Look-Listen to fit their needs. If a picture drawing with student dictating to the teacher his/her comments would be a more preferable way to allow younger childern to evaluate a show, then this would be perfectly acceptable to us. Indeed, on occasion some teachers have sent us children's drawings.

Likewise, in the upper grades, some teachers have used the project to elicit longer, in-depth critiques (theme papers, compositions) which were not confined to the necessarily restrictive space of the LLOP evaluation form. This again exemplifies the many possibilities open to creative, reflective teachers in using the project. The importance of Look-Listen lies not so much in the results we get in our office, but in the process and in the results the teacher sees in terms of his/her students' awareness and better use of the media.

C. Implementation of the Project -- The teachers were overwhelmingly positive with regard to the overall project. It seems to fit them well and it appears to be worthy of their efforts. One teacher who has been successful in recruiting other teachers within her school says, "I find it a very viable and valuable tool to help kids become better viewers and more aware consumers. Helps promote thinking skills." Another teacher also reports that she is "hoping to get more teachers involved." A word used by several teachers is "worthwhile." Others reported that their principals are taking note of this project (reporting it in monthly newsletters, etc.)

Time is of the essence for all teachers, and some would like the project to be less time consuming. For most, however, it seems the results were worth the effort. Even the "tallying" part was judged by most to be "a good experience" especially when the children were involved (usually in grades 6 and above). For teachers who did the tallying themselves, it was seen as positive for the immediate feedback it gave to the class. A very few teachers found it difficult and to be "too much paperwork." However, one teacher claimed the tallying was her favorite part. She had integrated this part into her math class. Next year we will ask for tallying of only those programs with five or more evaluations per class. This should help the paperwork problem considerably.

We asked teachers to tell us their favorite part of the project. Many stated that they enjoyed seeing their students involved in the evaluative process and that they as teachers enjoyed reading their students' views. One teacher enjoyed "watching with the kids and observing their perceptions of the roles and settings." Another says: "My favorite part of the entire LLOP is mainly just the idea of having it. Kids watch a lot of TV and they can't be regulated really--they need to regulate themselves."

The overall feeling is that Look-Listen is in part successful because the children enjoy it and it helps to promote thinking skills. One teacher states:

> "The fact that you at NTC are taking their responses seriously adds to the success of the classroom exercise. They feel that adults are listening to young people."

D. The Report -- We received favorable comments on last year's report with requests that the report be sent before the end of the school year so that it can be shared with the classes that participated. We have worked very hard to meet this request this year!

One teacher would like to see more background information on the development of this project; why?; what is it used for?; "Why are some people dedicated to educating the viewing public?" These

questions and more are being addressed in NTC's newsletter, Telemedium and in new Look-Listen promotional materials to appear in the Fall of 1990.

Another teacher would like to know to whom this report is sent. Historically, the Look-Listen Opinion Poll Report was sent to members of the FCC, to appropriate congressional subcommittees, to broadcasters, to major sponsors, and to NTC members. During the three-year experimental phase, we have cut back on its dissemination. We expect that we will reinstitute this practice after a nation-wide media literacy campaign to enlist classes in Look-Listen has been held in the Fall of 1990.

Teachers' Exchange
Ideas to Supplement Look-Listen

Beth Johnson, third grade teacher at Monroe Elementary School in Riverside, California, has been an enthusiastic Look-Listen teacher for several years. She has also been instrumental in involving other teachers in her school about the project and reports "I think next year we'll have even more classes involved."

In returning her LLOP materials to us this year, Beth sent an exciting follow-up activity in which her class got involved. Her class "came up with their own survey, their own questions to go along with the ideas of the LLOP. They then interviewed the third grades in our school (3 classes, approximately 90 kids), which included some kids in the special education classes, the language handicapped and deaf classes." She continues, "They came up with the questions and choices and seemed to be very pleased with themselves. Copies were made to send home to the parents and a copy was given to the principal and the PTA of our school. Another copy was placed in the lounge for the teachers to view." Results of this survey are reproduced as sent to us (see next page).

We include the survey here as an example of the many activities Look-Listen inspires. You may use it with your classes; better yet, you may wish to allow your students to think up questions for a similar survey.

boy___ girl___ age___

1) How much TV do you watch a day (during the week)?
   a. 1-2 hours b. 3-4 hours c. 5-6 hours

2) On the weekends (Sat and Sun), how much TV do you watch each day?
   a. less than 3 hours each day b. 4-6 hours each day
   c. more than 6 hours each day

3) When do you watch TV the most?
   a. before/after school b. evenings c. weekends

4) Who on TV would you most like to be like? Why?

5) What makes a "good" commercial? (pick two)
   a. honesty
   b. lots of action, scenery
   c. music or a catchy tune
   d. stars saying they believe in the product

6) Is the TV ever on at your house when no one is really watching it? How often?
   a. seldom b. often c. a lot -- all the time

7) What other things could you do instead of watching TV?

A big THANK YOU to Beth Johnson and her terrific third graders for their fine contribution to Look-Listen!

RESULTS OF THE THIRD GRADE SURVEY

There were 88 participants the day the survey was given. 52 boys and 36 girls, all 8 or 9 years old and in the third grade at Monroe.

QUESTION #1 HOW MUCH TV DO YOU WATCH A DAY (DURING THE WEEK)

A) 1-2 HOURS B) 3-4 HOURS C) 5-6 HOURS

15 kids responded to(A) 64 kids responded to (B) 9 chose (C)

QUESTION # 2 ON THE WEEKENDS-HOW MUCH TV DO YOU WATCH EACH DAY(SAT & SUN)

A) less than 3HRS B) 4-6 HOURS C) MORE THAN 6 HOURS

59 responded (A) 14 to (B) 15 said (C)

QUESTION #3 WHEN DO YOU WATCH TV THE MOST?

A) BEFORE/AFTER SCHOOL B) EVENINGS C) WEEKENDS

42 responded to (A) 30 to (B) and 16 to (C)

QUESTION # 4 WHO ON TV WOULD YOU MOST LIKE TO BE LIKE? WHY?

There were alot of different answers as would be expected to this one. Most of the responses were the "popular" stars, like Michael Jackson or Michael J Fox or some other TV stars. Some were for singers and actors or actresses on the movies or TV. Most reaseons were they wanted to be famous or sing or act as well as the stars they liked.

QUESTION # 5 WHAT MAKES A GOOD COMMERCIAL (CHOOSE 2)

(A) HONESTY (B) ALOT OF SCENERY, ACTION (C) THE MUSIC, A CATCHY TUNE

(D) THE STARS THAT PROMOTE THE PRODUCT (E) CARTOON-LIKE

96 responded (A) 20 responded (B) 54 chose (C) 12 chose (D)

6 chose (E)

QUESTION # 6 IS THE TV EVER ON AT YOUR HOUSE WHEN NO ONE IS REALLY WATCHING IT ?

HOW OFTEN IS THAT? (A) SELDOM (B) OFTEN (C) ALOT, ALL THE TIM

78 responded that YES it is on and 10 said no

12 chose (A) 67 chose (B) 10 chose (C)

QUESTION # 7 WHAT OTHER THINGS COULD YOU DO INSTEAD OF WATCHING TV?

The reported answers, in order of frequency are listed below:

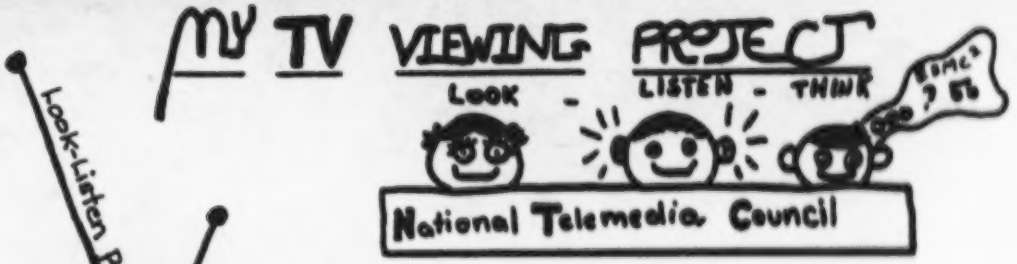
PLAY, PLAY WITH FRIENDS, TOYS
PLAY OUTSIDE IN YARD, ON SWINGSET, WITH BROTHERS/SISITERS
DO CHORES
DO HOMEWORK, REPORTS
READ
HELP MOM OR DAD
SCOUTS(GIRLS AND BOYS), YMWA, CHURCH ACTIVITIES
LITTLE LEAGUE, SOCCER, SOFT BALL TEAMS/PRACTICE/GAMES
FIGHT WITH SIBLINGS
PRACTICE MUSIC OR DANCE LESSONS
WORK ON PROJECTS (LIKE BADGES, SCIENCE PROJECTS)
FAMILY OUTINGS,ACTIVITES
MAKE UP GAMES
READ ALOUD TO YOUNGER BROTHERS/SISTERS
GO TO THE MOVIES
RENT MOVIES, INTENDO GAMES
WORK IN GARDEN
WALK DOGS

One person wrote- "Without TV? There would be absolutely nothing to do !"

I thought the kids came up with some really good ideas to do rather than just watch televison. I know alot of these kids and alot of them do belong to clubs, organizations, scouts, etc. Some do have dance and music lessons. Overall, the kids felt the results truthfully showed how 8-9 year olds use or watch tv. Most see it before or right after school or in the evening and not as much as might be expected on the weekends.

MY TV VIEWING PROJECT

LOOK - LISTEN - THINK



National Telemedia Council

Name: _____ Grade: _____

Age: _____ Boy ☐ Girl ☐ School: _____

N.T.C.

1. Name of program _____
2. I saw it on Channel _____ day _____ time _____
3. Kind of show: ☐ cartoon
   ☐ serious fiction (drama)
   ☐ funny fiction (comedy)
   ☐ non fiction (science/nature/information)
   ☐ other _____
4. Why did you choose it?
   ☐ for fun ☐ to learn ☐ to pass the time
   ☐ someone picked it for me ☐ for this project
5. Did you like the show's music or sounds?
   ☐ yes. Give a reason. _____
   _____
   ☐ no. Give a reason. _____
   _____
6. Would you ever do the things you saw on the show?
   ☐ yes. Give a reason. _____
   _____
   ☐ no. Give a reason. _____
   _____

(turn page)

LOOK - LISTEN - THINK

LOOK - LISTEN - THINK

Drawing by Chris F. Age 10

NTC

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Appendix Item A-1 (Evaluation Form, Grades 1-5)

NTC NATIONAL TELEMEDIA COUNCIL, INC.
160 East Wilson St. Madison, WI 53703

NATIONAL TELEMEDIA COUNCIL
Look-Listen Project

7. Did you watch the commercials?
☐ yes ☐ no

8. Did you believe what they said?
☐ yes ☐ no

9. Would you watch this show again?
☐ yes ☐ no

10. Would you tell your friends to watch?
☐ yes ☐ no

11. What grade would you give this show?
☐ super ☐ good ☐ ok ☐ bad

12. Give a reason for the grade you gave. _____

_____

_____

_____

_____

13. Tell a way you would make the show better. _____

_____

_____

_____

AN EDUCATIONAL PROJECT OF THE NATIONAL TELEMEDIA COUNCIL
MADISON, WI 53703

Appendix Item A-2 (page 2 of Evaluation Form, Grades 1-5)

Appendix Item B (Evaluation Form, Grades 6-12)

LOOK-LISTEN OPINION PROJECT

1. Name of Program _____ (12-14) ___

Type of Program _____

Network (circle 1): ABC (15-1) CBS (-2) NBC (-3) PBS (-4) Cable (-5) _____

Date _____ Time: _____ A.M. _____ P.M.

Do you watch this show regularly?

Yes ___ (16-1) No ___ (-2) My 1st time ___ (-3) Not a regular show ___ (-4)

2. Why did you choose this program?

entertainment/interest ___ (17-1) education ___ (-2) pass the time ___ (-3)

program selected by someone else ___ (-4) for this project only ___ (-5)

Your Occupation, or Grade if student _____ (18-1)

Sex: M ___ (18-2) F ___ (18-3) State _____ (18-4)

Age: (optional) _____ (18-5) Zip _____ (18-6)

3. Did the values expressed in this show agree with your own?

A Lot ___ (19-1) A Little ___ (-2) Not at all ___ (-3)

4. How would you rate this program overall?

Excellent ___ (20-1) Good ___ (-2) Fair ___ (-3) Poor ___ (-4)

5. How much did you like the program?

enough to recommend it to a friend? Yes ___ (21-1) No ___ (-2)

enough to watch it again? Yes ___ (22-1) No ___ (-2)

6. WHY did you like or not like this program? Please give reasons in the space below.

Side 2

LOOK-LISTEN OPINION PROJECT

Instructions

1. **Complete one form for each program you evaluate.** Answer all of the questions. The last question is the most important; your thoughtful opinions are vital to this project.

2. **Choose and evaluate programs from the list provided.**

3. **Be specific in your evaluation; use examples.** Remember that excellence should be commended. Comments on programming and/or commercials can also be included. Consider some of these:
   - Did the program have factual accuracy, integrity, completeness?
   - Did it have believability or plausibility; reality or creative fantasy?
   - Was there a clear message? Were values identifiable?
   - Was the treatment of emotions (love, anger, sadness, happiness) plausible?
   - How were the technical qualities (plot, characters, writing, acting, production, direction)?
   - Did you feel that your time was well spent? Try to explain.

4. **Return the completed forms to your teacher or group leader.**

I would like to know more about NTC: Name _____

Street Address _____

City _____ State _____ ZIP _____

NATIONAL TELEMEDIA COUNCIL 120 East Wilson Street Madison, WI 53703

LOOK-LISTEN OPINION PROJECT

1988-1989
PROGRAMS FOR EVALUATION

TO THE TEACHER OR GROUP LEADER:

Attached is the suggested list of programs for the Look-Listen Opinion Project. In the past two years, in order to obtain a more cohesive and meaningful result, we have chosen to limit the programs to be evaluated arbitrarily, to new programs of the Fall season. Normally this begins around the end of September. However, due to the long writers' strike, this year's schedules have been completely disrupted and the starting dates of the 21 new network series are spread out from October through January, 1989.

To adapt to this unusual situation and to take advantage of its possible diversity while still maintaining a manageable total, this year's list includes selected new programs from Public Broadcasting and cable. From the commercial networks, we ask that you select programs during Prime Time only (7-10 PM) which may include special mini-series and documentaries. As the originally planned new programs are brought in, you may wish to evaluate these. We list these future programs only for your information. As in the past we ask that you omit movies and local programs.

We encourage you to discuss the list with your class or group. You may wish to further limit the programs to evaluate or your class or group may wish to select several programs from the list.

To help facilitate your decision making, we have tried, where possible, to indicate which programs are likely to be more applicable to family viewing, i.e. to include children in the lower elementary grades. Where possible, we have identified the approximate level of the intended audience.

I hope you and your class or group will enjoy doing Look-Listen. Please feel free to contact me if you have questions. I will be happy to assist you.

Joan Maynard

Joan Maynard
Look-Listen Coordinator

NATIONAL TELEMEDIA COUNCIL
120 East Wilson Street • Madison, WI 53711
Phone: (608) 257-7712

LOOK-LISTEN OPINION PROJECT

1988-1989 PROGRAMS FOR EVALUATION

Listed below are the planned NEW programs with air time and projected premiere dates where known. ALL TIMES ARE EASTERN TIME.

PUBLIC BROADCASTING SERVICE

THE WORLD OF IDEAS WITH BILL MOYERS
weeknights, 11 PM, Sept 12-Nov 18
adult viewing

THE MIND
(sequel to award-winning series, "The Brain") Wednesdays, 8 PM, beginning Oct 12, adult viewing

WONDERWORKS
Saturdays, 8 PM, beginning Nov 5, family viewing

RAMONA
(the novel by children's author Beverly Cleary) Saturdays, 6:30 PM beginning Sept 10 - Jan 21, 1989, family viewing

THE POWER OF CHOICE
Saturdays, 6:30 PM, beginning Oct 15, teen viewing

CHILDREN'S EXPRESS NEWS MAGAZINE
Thursdays, 8:30 PM, beginning Oct 13 (for age 13 and under)

SYNDICATED OR LOCAL PBS STATIONS

ZOOBILEE ZOO (for young children, 4-10)

CABLE

VANITY FAIR (Arts & Entertainment)
family classic of Thackeray novel Sundays with repeats on Saturday, beginning Sept 11

OCEANUS (The Learning Channel)
adult show about marine environment Mondays with repeat on Wednesdays

KIDS' COURT (Nickelodeon)
Saturdays, 11:30 AM, 6 PM

THE ELEPHANT SHOW (Nickelodeon)
with Sharon, Lois & Bram, daily for young children

PAY CABLE

ENCYCLOPEDIA (HBO)
for young people and families

COMMERCIAL NETWORKS

Fall lineup as announced by the networks. Watch for starting dates where not indicated.

ABC

ROSEANNE, Tuesdays, 8:30-9 (Oct 18)

KNIGHTWATCH, Thursdays, 8-9

MURPHY'S LAW, Saturdays, 8-9

INCREDIBLE SUNDAY, Sundays, 7-8

A FINE ROMANCE, Sundays, 8-9

ABC SATURDAY MYSTERY MOVIE, Saturdays 9-11 (Jan, '89)

CBS

MURPHY BROWN, Mondays, 9-9:30

ALMOST GROWN, Mondays, 10-11

TV 101, Tuesdays, 8-9

VAN DYKE SHOW, Wednesdays, 8-8:30

MARY TYLER MOORE, Wednesdays, 8:30-9

PARADISE, Thursdays, 9-10

DIRTY DANCING, Saturdays, 8-8:30

CLOSE TO HOME, Saturdays, 8:30-9

NBC

MIDNIGHT CALLER, Tuesdays, 10-11 (Nov 29)

BABY BOOM, Wednesdays, 9:30-10 (Nov 10)

TATTINGER'S, Wednesdays 10-11 (Oct 26)

DEAR JOHN, Thursdays, 9:30-10 (Oct 6)

SOMETHING IS OUT THERE, Fridays, 9-10 (Oct 28)

EMPTY NEST, Sat 9:30-10 (Oct 8)

THE MAGICAL WORLD OF DISNEY, Sundays 7-8 (Oct 9)

TV Analysis Form

Complementary to the National Telemedia Council
Look-Listen Opinion Project

Name of Program _____

Channel _____ Network _____ Air date _____

Respond to each of the following items, where applicable, in a few choice words or phrases. Sometimes a sentence or two may be necessary. Use the back side of this paper if need be.

1. SUMMARY. Summarize the plot line or story line in no more than three sentences, focusing on the main conflict; do not borrow from *TV Guide* or *TV Log*.

2. Who do you think is the intended AUDIENCE for this program ? Consider age, sex, social or educationl status, interests, needs, etc., where applicable.

3. How appropriate were the COMMERCIALS for this assumed audience? Draw a specific relation between the kinds of commercials and the intended audience.

4. How are the following ELEMENTS depicted or handled? (Check the Primers Sheet for ideas and apply where appropriate.)

   a. Female image.

   b. Male image.

   c. Minorities.

Continued

TV Analysis Form, cont.

d. Family unit.

e. Love and sex.

5. PROBLEMS (CONFLICTS). What is the main problem? Generally, how is it solved? Is the means of solution believable or typical, too simple or too fast? What is required of the solver to achieve success or reach a goal?

6. HAPPINESS and PERSONAL SATISFACTION . What does it take to make the characters happy, contented, or personally fulfilled? How do the characters achieve personal happiness or satisfaction in the particular problems in this show?

7. HERO. Who is the "hero" (if there is one)? What is the "hero" like?

8. CHARACTERS. Choose a character which you found either most likeable (least objectionable) or least likeable (most objectionable) and tell why you responded as you did.

9. VALUES. Identify at least two primary values stresses or predicted in the program and indicate in wnat episode or situation you noticed each one. Use the value words found on the Primers Sheet.

PRIMERS SHEET

Some questions and considerations to provoke thought in television analysis.

Do not limit your comments to these alone. Do not answer these questions one by one.

FEMALE IMAGE. What is the "typical "or leading female like? What about the other women? Are any of the women stereotypical?

Look for personality traits, distinctive physical characteristics, etc. Is the female agressive or passive, noisy or quiet, a housewife or career woman, domineering or submissive, an individual personality or stereotyped, young or not so young, beautiful or average in looks, fashionable or dowdy, sentimental and weepy or composed and self-controlled?

What are the occupations of the women? glamorous? tedious? easy? difficult ? high-paying? low-paying? How do they dress for work? Is it appropriate to their jobs? Is it typical of the real world?

What are their social roles? Do they serve as confidantes? as helpers? as comforters? Do they maintain friendships with other women? with men? Or are they seemingly independent of others?

MALE IMAGE. What is the "typical"or leading male like? What about the other men? Are the men individuals or stereotypes?

Look for personality traits, distinctive physical characteristics, etc. Male leads in TV shows are quite often one or more of the following: good-looking and clean-shaven; in their 30's; tall; concerned about social issues; extremely charming; worried about serious problems; intelligent; cultured; courageous and forceful; unselfish; unmarried; difficult to seduce (and yet interested in sex); is able to fight well (and usually wins); can cry; sometimes drinks too much or can't hold drinks; takes money seriously and lives well, etc.

What are the occupations of the men? glamorous? tedious? easy? difficult? high-paying? low-paying? How do they dress for work? Is it appropriate to their jobs? Is it typical of the real world?

What are their social roles? Do they serve as confidantes? as helpers? as comforters? Do they maintain friendships with other men? with women? Or are they seemingly independent of others?

MINORITIES. What minorities did you see represented? This may include more than ethnic or racial minorities -- for instance, age, religion, handicap, politics.

How are blacks, Mexicans, Indians, Orientals, Hispanics, or other ethnic minorities handled in this program? What roles do they play? Is their TV image positive? complimentary? realistic? prejudiced? stereotyped?

Continued

PRIMERS SHEET, cont.

FAMILY UNIT. Generally, is this a "typical" family situation? If not, in what way(s) is the family different from the usual? If all the family members are not included in the show, can you tell from the comments of characters what their respective families are like?

1. HOW ARE THE VARIOUS FAMILY MEMBERS DEPICTED? Is the father or mother missing? Are there grandparents in evidence? Is the father authoritarian? dominating? Is the mother more sensitive and refined than the father? Does the mother work outside the home? What do you know of the father's occupation or job? What are the main interests of the children?

2. WHAT IS THE ECONOMIC STATUS OF THE FAMILY? Is the family poor or prosperous? Does the family own a car? live in a house or in an apartment? have a maid or a butler? Are there more than two or three children in the family?

3. WHAT ARE THE FAMILY'S CULTURAL IDENTIFICATIONS? What is the family's religion? its political persuasion? its nationality? Does the family appear to be well-educated? Does the family use standard English or a dialect?

4. WHAT KINDS OF PROBLEMS CONFRONT THE FAMILY? Are there financial problems? Are there conflicts between husband and wife? between parents and children? Is there a concern for social and political issues? Are the problems "typical"? Are problems solved by chance? by dialogue or open communication? by cooperation?

LOVE AND SEX. Generally, how tastefully and realistically is the subject presented ? What kind of love (family, romantic, sexual, etc.) is being depicted? What "message" (meaning) about love/sex is being imparted?

Are traditional sex mores observed (sex only in marriage? between persons of the opposite sex? in private; sexual matters not discussed in mixed company ? treated lightly? etc.)? Who initiates the sex or love relationship (by tradition the male does)?

How much emphasis is placed on the subject?

Does the emphasis on love/sex seem to be a natural to the situation or is it merely "used" to get laughs or attract a viewing audience? Is there a proper portion of sex-related material, or too much or too little?

Are sensitive issues on sex (like homosexuality, bisexuality, transvestism, etc.) included?

VALUES. What traditional values are emphasized (look for clues in character action, dialogue, feelings, etc.)?

Consider some traditional values: achievement, adaptability, adventure, ambition, beauty, charity, cleanliness, courage, courtesy, emotional well-being, equality, excitement, hospitality, humility, independence, inner harmony, justice, knowledge, love, loyalty, maturity, morality, nature, obedience, orderliness, organization, patience, patriotism, peace, pleasure, power, production, progress, recognition, religion, respect, responsibility, restraint, risk, salvation, security, self-confidence, self-fulfillment, skill, social acceptance, stability, status, strength, style, success, tolerance, trust, truth, unity, wealth, wisdom, to name a few!! ◘

Developed by Dave Freitag, Grant High School, Portland, Oregon
as an adjunct to the NTC Look-Listen Opinion Project
for senior high school students.

(for Grades 6-12)

TViewer Card

Name of Program _____ Date of Program _____

Cable Co. or Station _____ Network _____ Time of Day Aired _____

My rating of program is: Excellent ☐ Good ☐ Fair ☐ Poor ☐ Very Poor ☐

Special Comments: (give specifics) _____

Name of Advertiser(s) and/or Product(s) _____

My Reaction to the Commercial _____ Will I buy the product? Yes ☐ No ☐

Circle Age Group: Grade School Teen 18-24 25-34 35-49 50 plus Sex: M F

Name _____ City _____ State _____ Zip _____

Street _____

I Am Sending The Attached Card to: ☐ Advertiser ☐ Broadcaster ☐ Cable Company

Which One(s)? _____

Summarize the ideas you have stated above on the blank card below. Send the lower card to advertiser, broadcaster, or cable company. (Call your local station for advertisers' address). Please return printed card to NTC.

Dear Channel _____,

I watched: _____ TViewer card

on: _____ at: _____
(day) (time)

I graded it:

☐ Super ☐ good ☐ ok ☐ bad

My reasons: _____

Sincerely, name _____ age ___

(for Grades 1-5)

AN EDUCATIONAL PROJECT OF THE NATIONAL TELEMEDIA COUNCIL, MADISON, WI 53703

LOOK-LISTEN OPINION PROJECT

1988-89 GENERAL GUIDELINES FOR TEACHERS AND GROUP LEADERS

The Project will again be carried out in two parts. Below are the major features:

PART I: PROGRAM EVALUATION

A. Included in the packet are evaluation forms for two age levels:
   1) 1/2-page form (new size) appropriate for junior high students through adults. We ask each participant in this age range to evaluate at least two or more programs.
   2) simplified form for elementary school children. (Children evaluate one program. First and second graders may need help.)

B. We will again limit the choices of programs to be evaluated. Because of the recent writers' strike and an unpredictable Fall schedule, this list will include selected new programs from Public Broadcasting and Cable and we ask your help in restricting commercial choices to Prime Time (7-10 PM).

C. The time period for viewing and program evaluation is any time between September 15 and November 30. However, in view of the above mentioned program uncertainties, you may find it useful and more rewarding to spend extra time on preliminary practice and begin the evaluation somewhat later when new programs are aried.

D. You may begin with Part II as soon as your class or group has completed Part I. We need to have your results by the end of your Fall semester. If you do not wish to complete Part II, return Part I as soon as possible after November 30.

E. As before we offer the TV Viewer Cards which are sent directly to local broadcasters or advertisers as an optional feature of the evaluation process.

PART II: TABULATION AND FOLLOW-UP

The tabulation and local follow-up of LLOP allows your class or group the opportunity to collect and collate their own results before returning the information to us.

After your participants have completed the evaluation forms, an immediate analysis and follow-up of your collective results will benefit and greatly enhance the meaning of their efforts. The class/group will be able to see and compare their opinions, to share them locally in a variety of ways; and teachers may utilize the process for other interdisciplinary learning experiences. For the task of tabulating the results, we will provide you with the needed information and tally sheets.

NATIONAL TELEMEDIA COUNCIL
120 East Wilson Street • Madison, WI 53711
Phone: (608) 257-7712

LOOK-LISTEN OPINION PROJECT SUGGESTIONS FOR GROUP FOLLOW-UP

FOR STUDENTS/THE CLASSROOM

-use the process of gathering and collating the results to teach skills of tallying, graphing and charting, as well as research, report writing, group work;

-discuss evaluations, what criteria were used; share class evaluations within the class through oral reports, critiques (could set up a "Be a television critic" session a'la Siskel and Ebert); Invite parents for presentation.

-make a collection of student reports, send to parents, local broadcasters;

-make an overall report of most-liked and least-liked programs to share throughout your school and, if desired, to local news media.

-plan a trip to local broadcasting stations to share thoughtful opinions, results, questions to broadcaster, and visit station.

FOR CLUBS/ORGANIZATIONS

-study groups: discuss and talk about criteria for evaluation, strategies for helping children and young people;

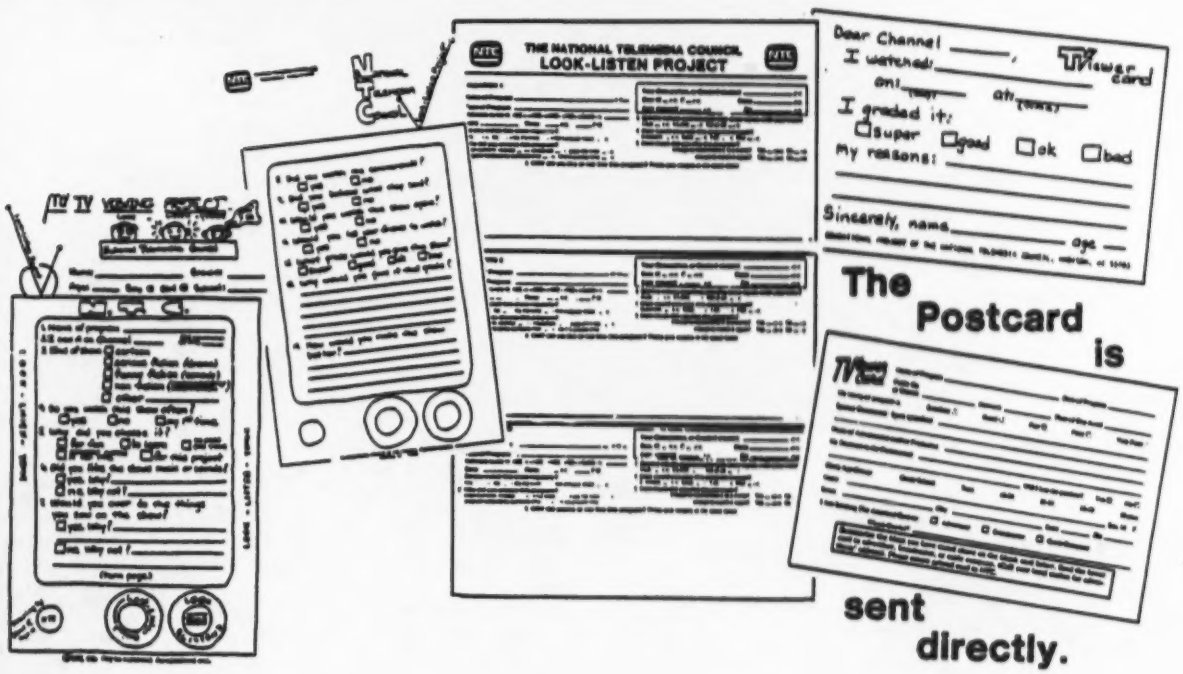
-make written/oral reports for own membership;

-share results with the local press and/or broadcast stations;

-the results could be shared at a "Take a broadcaster to lunch" event;

-promote your organization by having one of your regular meetings focus on critical evaluation skills sharing the results of the project and inviting the public.

Look Listen's Look



NTC Sponsor Recognition Award Student Nominations
(an optional addition to LLOP 1988-89)

Look-Listen joins hands with Sponsor Recognition

WHO ARE YOUR STAR CRITICS?

Did particular students
in your class
write especially outstanding
critiques?

Would you like to reward them?

Choose 1-3 students and ask them to consider which program out of all the programs they have seen this year is the most outstanding and worthy of an award.

The attached card will help to establish what criteria to look for in choosing quality programs.

Then let them NOMINATE their chosen BEST PROGRAM for an NTC Sponsor Recognition Award.

The Sponsor Recognition Awards are given each year by NTC to the corporate sponsors and funders of outstanding programs and projects. They are presented at a special ceremony and are always greatly appreciated by the recipients. This is the first year nominations for the awards are being solicited from classroom Look-Listen participants.

The idea for student participation was born when we noticed that some teachers evaluated their students' Look-Listen evaluations. The best grades obviously went to those who showed high levels of critical thinking. Whether you grade or not, you, the teacher, may choose to honor your "best critics" by giving them the opportunity to nominate a program for a Sponsor Recognition Award. You can do this at any grade level—from first through college! The new student Sponsor Recognition nominations feature is another opportunity for you to make Look-Listen a "real-world experience for your students.

National Telemedia Council, Inc.

Formerly the American Council for Better Broadcasts

extends special recognition

to

_____

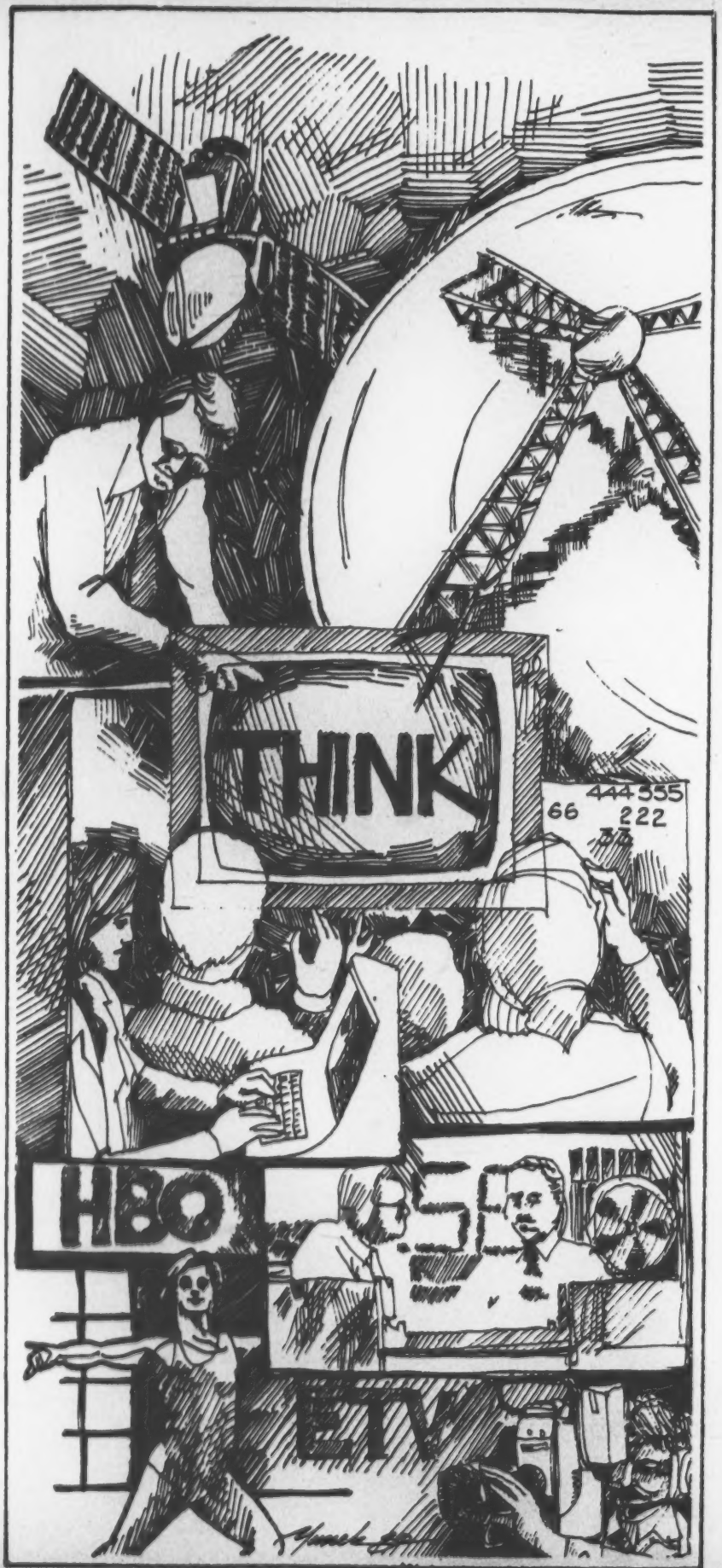
for making a valuable contribution toward excellence in telecommunications programming

_____
President

_____
Executive Director

_____
Dated

Appendix Item L


THINK
444 555
66 222
33
HBO
ETV